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ABSTRACT

The Office Information Systems-International Program at Southwestern College, in California, was designed to provide Hispanic students with training for entry-level office employment. In 1993, a project was undertaken to develop and pilot intervention strategies to assist limited-English proficient students in the program's intensive general business, medical, and legal courses. First, 45 local employers were surveyed to determine their needs in relation to employees' oral, written, reading, listening, cross-cultural communication, and translation abilities. In addition, surveys were conducted with 317 English-as-a-Second-Language students at the college to identify needs and goals. Career counseling was also expanded and tailored to encourage students to progress beyond the one-semester intensive courses, while curricula for five courses were restructured to enhance articulation with degree courses. The fifth objective involved training five peer mentors/tutors to provide in-class assistance, while the final two objectives included the development of a model program guide and its dissemination to deans at over 100 California community colleges. To evaluate the program, 20 students enrolled in fall 1993 and spring 1994 were surveyed to determine outcomes. Of these, 47% were in jobs related to office training; 37% were in jobs not related to training; 52% were in business programs at a higher level; and 63% continued taking classes, most at Southwestern. Appendixes include employer and student surveys, revised curricula, tutor training agenda, mentor questionnaires, a bilingual careers seminar program, learning modules for bilingual medical and legal terminology, and the model program guide for Vocational English as a Second Language. (KP)

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PROMOTING ACCESS TO VOCATIONAL EDUCATION FOR LIMITED ENGLISH PROFICIENT STUDENTS

FINAL REPORT

Southwestern Community College
900 Otay Lakes Road
Chula Vista , CA 91910
Irma J. Alvarez
Project Director

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

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This report is made pursuant to grant agreement number 920100. This project was supported by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L., 101-392, funds administered by the Chancellor's Office, California Community Colleges.

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PROMOTING ACCESS TO VOCATIONAL EDUCATION FOR LIMITED ENGLISH PROFICIENT STUDENTS

The Office Information Systems - International Program at Southwestern College has endeavored to develop programs targeting Hispanics, and has been especially effective in training Latinas for entry-level employment. Since its inception in 1974 with one experimental "bilingual" office procedures course to assist ESL students who were experiencing difficulty in the traditional office skills courses, the discipline has developed ten bilingual courses each of which make up a part of the core of seven programs in the general business, medical, legal, and interpretation fields.

The existing programs are effective in providing training for entry-level careers; however, there has been a need to motivate students to continue their education and training so they are prepared to gain access to higher level jobs within their chosen fields.

The one and one-half year VATEA grant agreement No. 920100 through the California Community Colleges Chancellor's Office authorized the development of a model program based on the three existing intensive clerical training programs in the general business, medical, and legal fields addressing student motivation and intervention strategies as central issues.

GOAL: The stated goal of the project is as follows:
To develop and pilot intervention strategies to assist limited English proficient students currently enrolled in three intensive business programs at Southwestern College.

The objectives related to this goal with a discussion of related activities and their final outcomes are presented in the following section.

OBJECTIVE NO. 1: Identify the specific needs of employers in relation to the language proficiency and vocational requirements of their employees through the three existing bilingual office information systems (OIS) advisory committees in the general business, medical, and legal fields.

The OIS advisory committees met in fall 1993 and an Employer Survey of Literacy and Vocational Skills Requirements **(Appendix A)** was reviewed by the membership and accepted as the overall industry survey.

Forty-five surveys were to be collected, fifteen from members in each field--business, medical, and legal. The survey addresses all areas and levels of communications in both English and Spanish as well as requested information about future employee needs and employment trends. Employers were asked to answer questions regarding the training and communication skills of bilingual (Spanish/English) entry-level office personnel.

Forty-five surveys were collected--19 general, 12 medical, 14 legal. The survey breaks down English and Spanish communications skills by categories: oral, written, reading, listening, cross-cultural communications, and interpretation/translation. Using a Likert scale, employers were asked to rate the importance of the indicated skills under each category on a scale from 1 to 5 (1 not important; 5 very important).

Listed are the areas in which at least 50% of the respondents from all three fields gave a 4- or 5-point rating to each individual skill. Following are the combined results for all three fields. Where only one field had a high demand, it is noted in parentheses.

The oral communications skills in most demand included:

English
- placing/answering telephone calls
- conversing with and meeting the public
- using proper grammar

Spanish
- Same skills required in English
- giving instructions to co-workers
- interview clients/public (legal field)

The written skills in most demand included:

English
- pass a written employment exam
- write sales orders/requisitions (medical)
- take notes at workshops and classes
- transcribe taped dictation
- write business reports

English and Spanish
- use mechanics accurately emphasizing:
  - spelling
  - punctuation
  - grammar
  - capitalization
  - write legibly
- write accurate phone messages
- fill out forms correctly
- write short internal/external memos
- write business letters

Reading skills in most demand included:

English
- work orders - (general business)
- computer manuals
- computer printouts
- read and integrate edited materials
- newsletters, in-house communications

newsletters, in-house communications

English and Spanish

- basic instructions from supervisor
- understand forms
- memos, letters
- reports and other documents

Listening skills in most demand included:

English & Spanish

- understand telephone messages
- listen for information to fill out forms
- understand oral messages

Cross cultural communications skills desired included:

Interact with people of other cultures primarily:
  - Latinos/Hispanics, Asians, African-Americans

Other cultures listed:
  - Filipino, Middle-Eastern, Japanese, French, British

Translation/Interpretation skills in most demand included:

- Translate simple instructions
- Interpret oral communications
- Translate simple letters, memos
- Translate reports (medical)
- Read in both English and Spanish (legal)
- Pass an oral interpretation exam (legal)

Major trends reported in the various fields:

General Business and Education

- New computer software - paperless office
- Telecommunications hardware and voice mail
- Increased use of "Windows" and MacIntosh
- More bilingual children entering school district yearly
- Request for people with customer service qualities
- Scale down of some clerical positions

Medical

- More patients in managed care facilities
- Computerization of medical records
- Employees need information on insurance plans
- More computer technology
- Need for bilingual employees

Legal

- Changes in laws, legal forms, and word processing software
- More frequent use of forms software
- Possible layoffs
- Computers used for more research; New software
- Difficulty of non-profit organizations to remain independent
- Field needs to be responsive to different ethnicities

The average keyboarding speed reported for each field:

General Business	51 wpm
Medical	49 wpm
Legal	70 wpm

OBJECTIVE NO. 2: Identify the needs of ESL students at Southwestern College regarding their career aspirations and barriers to achieving their goals.

An ESL Student Survey on Career Goals **(Appendix B)** was created and reviewed by both OIS and ESL faculty. Once edited, it was distributed in spring, 1994 to the OIS general business and medical intensive programs, ESL typing, and legal terminology-bilingual classes as well as to targeted ESL grammar classes. A total of 317 surveys were completed by 208 females and 109 males with the following results:

1. **Summary of Demographics**

A total of 317 ESL students responded to the questionnaire of which:

66% were female
29% were under 21; 54% were 21-40; 16% were over 40
38% were single, of which 28% had children
64% had Spanish as their first (native) language
44% had a career goal; 23% had a transfer goal;
21% had an ESL goal

2. **Career Interests**

Career interests reported by a significant number of responding ESL students in each category included:

Business Careers
22% interested in Bilingual Office Clerk
20% interested in Computer Systems Careers
16% interested in Business Management

Health Related Careers
15% interested in Bilingual Medical Office Clerk
12% interested in Medical Office Assistant

Trade and Technology Careers
19% interested in Computer Aided Design

Legal Careers
12% interested in Legal Interpreter/Translator
9% interested in Legal Secretary - Bilingual

Private and Public Service Careers
15% interested in Child Development Career
12% interested in Psychology Career
12% interested in Travel and Tourism

Creative and Applied Arts Careers
15% interest in Interior Design
15% interest in Photography

3. **Educational background reported by responding students:**

80%	completed some or all of their education in another country, of which 80% reported education in Mexico
43%	completed 1/2 to 13 years of their education in the United States
47%	completed a certificate or degree in the U.S. or another country

4. **Employment background reported by responding students:**

15%	are currently employed in an area related to career interest
10%	were formerly employed in an area related to career interest
28%	reported being employed, but not in an area related to career interest
48%	reported they were unemployed

5. **Career counseling and classes reported by responding students:**

62%	had not received career counseling in their area of interest
70%	had not completed class(es) in their career areas of interest

6. **Other major sources of career information reported by responding students:**

Some general comments made by students about sources of career information included: Visiting other colleges and universities--SDSU and Mesa Community College; learned through university catalog; Universidad Autonoma and UEI--Tijuana; worked in certain fields; received pamphlets; talked with friends or heard presentations by teachers and counselors.

7. **Barriers named to entering the career field chosen:**

72% lack of English skills
40% lack of career counseling
35% lack of financial aid
30% lack of study skills

8. **Other Needs:**

63% of the responding students desire additional information about their career area of interest

Students listed the following needs:

A desire for prompt information; better scheduling of classes; time management skills; more time; pass the U.S. Medical Test; take GED; improve English pronunciation and writing skills.

OBJECTIVE NO. 3: Expand and tailor career counseling assistance to encourage students not only to continue to enter the intensive programs but also to progress beyond the one-semester intensive course.

Four intensive programs were taught during the grant period--one general, one legal, and two medical. Career counselors were invited to each of the classes to make presentations about both traditional and non-traditional careers in each of the respective fields. They also presented viable career options in fields which have a high demand for bilingual persons.

On both the San Ysidro and Chula Vista campuses students were encouraged to make appointments to discuss career options with counselors. Two counselors were assigned to the Business Division through VATEA funds to be accessible to business majors. They also made presentations in the intensive classes and posted their office hours in the classroom. The presentations were fairly effective; however, the students took little initiative to see counselors, unless the instructor set it up.

The general business intensive class attended a "Careers in Education Workshop" featuring several Chicano/Latino administrators on campus. Students also attended the Career Week panel discussion "Bilingual Careers for the New Century," organized by the mentors, tutors, future faculty, and project clerk involved in this grant and listened to six Latino speakers--a physician, a child development educator, an interpreter/translator, an engineer, a theater arts actor/director/educator, and a legal secretary/paralegal working on her law degree. Students were also encouraged by future faculty, tutors and mentors, both by their example and their counsel, to continue their education by enrolling in higher level skills courses at Southwestern. This information was reported on a Student Exit Questionnaire **(Appendix C)** which was a phone survey with only 20 students, or approximately 25% responding. The students rated the tutors/mentors on a scale of 1 (low) to 10 (high) on their helpfulness as well as on their knowledge and ability to assist them.

An averaged rating of 9.7 was given to both questions: How helpful were the tutors/mentors to you? How knowledgeable were the tutors/mentors in their ability to help?

Also evidencing a positive response to the speakers, activities and the help of tutors and mentors was the enrollment of seven students from the fall 1993 legal and medical intensive programs--five legal and two medical--in the spring 1994 general office class.

The grant allowed the hiring of in-class tutors as well as community mentors who were previous graduates of the intensive programs to assist students with instruction and to encourage them to continue training. The in-class tutors were very effective in helping students as indicated on Student Exit Questionnaire (Appendix C).

However, a mentor was hired in the legal program in the initial stages of the project and her contact with both teachers and students was inconsistent and problematic in the sense that on the occasions when she came to the classroom to meet with students identified by the instructor, it was difficult for her to make a connection. She seemed like an outsider and consequently her effectiveness was diminished. She quickly stopped participating.

Another mentor was hired to help in the non-intensive mainstream Spanish keyboarding class to help encourage and tutor a few students experiencing difficulty with the material. She was asked to help one student in particular and called her home several times and was not successful in getting her to return phone calls or in maintaining a mentoring relationship with her. It seemed that more training time than the individual instructors could give was required to train the mentors and to stay in touch with them.

It was therefore decided early on to drop the mentors and hire instead additional in-class tutors. The tutors were able to assist the students throughout the class as well as free up some time for the instructor to teach, restructure, and implement new curriculum. This move proved to be effective as indicated by students on the Student Exit Questionnaire. Students felt comfortable asking for help both in group work as well as during computer lab time.

Other good indicators of the tutors effectiveness were the high student retention rates. The retention rate in the fall 1993 legal class was 100%; in the fall 1993 and spring 1994 medical class, 80% and 89% respectively; and in the spring 1994 general business class, 92%, and this averaged to an overall retention rate of approximately 89% for all four classes.

Students' grades are another measure of the tutor/mentor and future faculty's assistance. These are discussed in the Summative Evaluation section of this report.

OBJECTIVE 4: Examine and restructure the curriculum of the intensive and mainstream business programs so that curriculum may be articulated to allow students to apply intensive course units to mainstream business programs facilitating preparation for higher level jobs.

In the spring 1993 semester the Bus. 35 intensive program was restructured and articulated with mainstream business courses. The name of the program was also changed from General Office Clerk-Bilingual to Administrative Office Assistant-Bilingual. A copy of the Student Survey on the Preferred Name for the Program is **Appendix D.** The number of units were decreased from 14 to 12, and the content articulated with existing mainstream business courses so that students could continue into the degree programs substituting some of the content in Bus. 35 for the core course requirements in other OIS/business programs.

The new curriculum was subsequently approved by the Curriculum and Instruction Committee; however, the committee chose not to show any articulated courses as part of the modified course outline. Therefore, students who desire to waive/substitute certain courses in order to enter the next level program will have to petition to the Dean of Business.

In spite of the individual courses not being articulated, the curriculum restructuring process facilitated the determination of lecture and lab equivalents and the calculation of unit credit. It should be noted, that the students in these programs generally require more lab time than the regular mainstream courses allow, and this extra time had to be added into the curriculum.

The Bus. 35 modified course outline in **(Appendix E)** shows the equivalent courses in the mainstream program correlating to each unit taught. These notes on equivalent mainstream courses were subsequently excluded and the outline was approved by the Curriculum and Instruction Committee in spring 1993 without this information.

Business 36 - Legal Office Clerk-Bilingual was restructured to show articulation with mainstream courses in fall 1993, and the Curriculum and Instruction Committee chose to name the equivalent mainstream courses as part of the course outline section on Course Description & Scope. Students who wish to waive/substitute these courses to enter higher level certificate/degree programs will have to petition to the Dean of Business. **Appendix F** is the Bus. 36 modified course outline with the added information under Course Description & Scope.

Other curriculum restructuring included changes made to Bus. 225 - Translation and Bus. 226 - Interpretation, two bilingual mainstream courses that are part of the core for all of the OIS International programs. Another modification was the addition of a Spanish language component to Bus. 230 - Medical Terminology, changing it to Bus. 230A - Medical Terminology-Bilingual.

The modified course outlines will be presented to the Curriculum and Instruction Committee in the fall 1994 semester for approval for the 1995-1997 catalog. The changes in Bus. 225 - Translation and Bus. 226 - Interpretation are significant in that originally these were 3-unit courses. They included material for all three fields: medical, legal, and general business. As over time the OIS-International programs have become more and more specialized, this modification took both courses and divided them into six individual courses worth 2 units of credit each. Students will take the set of translation/interpretation courses applying to their chosen field--general business (Bus. 225A/226A), medical (Bus. 225B/226B), or legal (Bus. 225C/226C). The proposed 2-unit interpretation/translation courses and the 3-unit medical terminology-bilingual course are included in **Appendix G.**

The Medical Terminology-Bilingual course (Bus. 230A) has been long overdue because of its demand in the community and its content in helping students pass the new Medical Interpreters' Test required by the state of California. The added Spanish component was developed parallel with our Legal Terminology-Bilingual course. Students meet for the first two hours of lecture to review terminology in English for 2 units of credit. Then the bilingual students take an additional hour of Spanish medical terminology (Bus 230A) for an additional 1 unit.

OBJECTIVE 5: Peer Tutors will be trained to provide in-class assistance with LEP students.

Tutors/Mentors

A tutor was to be chosen by each instructor. However, the mentor positions were dropped early in the project and other tutors were chosen. Therefore, six peer tutors/mentors participated in the project. They were given individual training by each instructor and also took part in a group training session as a staff development activity in fall 1993. **Appendix H** is the training agenda followed for the session.

The topics covered in the session focused on a philosophical overview of working with LEP students covered by Irma Alvarez and classroom research methods and multimedia technology presented by Alva Sands and Raschel Parsons respectively. The tutors, mentors, future faculty participant, and the actual instructional assistant attended. It was a successful training session, as indicated by the Mentor/Tutor/Assistant Questionnaire (**Appendix I**) filled out by these student participants at the end of the program. The participants were also asked to choose a spring staff development activity from those offered on campus. In addition, they met with instructors Irma Alvarez and Alva Sands each Tuesday for two and one-half months for one hour to plan the panel presentation on Bilingual Careers.

Now, at the end of the project, it seems that more time was needed for each instructor to meet with the tutors/mentors assigned to her, perhaps every other week. Given the pace of the intensive programs and the limited time outside of class for teachers and participants alike, this was difficult to accomplish.

On occasion, three assistants were in the classroom at the same time, making it difficult for the instructor to manage all three helpers. This was especially true when new activities or new material was being worked on. At times the assistants needed more background information on the activities, although in general, they seemed to adjust rather quickly and well. As a result, there were times that erroneous information was given to students about class activities/homework because it had not been clarified by the instructor or had been dealt with on a day or time the tutor/mentor/future faculty was not present. It would have been easier for the instructor to deal with a maximum of two assistants in the classroom at any one time.

Also, most of the tutors/mentors were chosen from the pool of successful students who had completed one of the intensive programs or a core bilingual class, and while they knew some of the material very well, there was some material in which they required more training in order to facilitate or teach the information. They also needed more in-service on working with remediation.

For the most part the tutors/mentors bonded and worked cooperatively and well with one another. However, a few interpersonal problems arose that required the instructors to have more training and time to work through and to deal sensitively with some of these relational issues.

The positive results of having the tutors/mentors and future faculty in the classroom included the amount of attention the students got and, as a result, the amount of learning that was able to take place. The tutors/mentors also added to the classroom environment. They participated in class discussion activities, and celebrations, and integrated fairly well with the group.

All student assistants also took on the task of cooperatively organizing a major event for Southwestern College Career Week, the panel discussion "Bilingual Careers for the New Century." This particular project was a growing experience for the group as they planned the panel from start to finish, divided up the tasks, learned to come to a consensus, and ultimately each one took on the responsibility of presenting a panel members to the more than 100 students, faculty, and community members who attended. The success of the panel served to raise their own academic expectations for the future as well as their self-esteem for a job well done. The Bus. 35 students also attended the Bilingual Careers panel discussion, and they were very impressed and motivated to see their classroom assistants in leadership roles as they presented the speakers at the event. **Appendix J** includes the program of the panel discussion and the a flyer used for publicity.

Several of the tutors/mentors had not worked in this capacity and found the opportunity to "teach" students very rewarding. At times they had to assert their authority with students in class, and they reported this as a growth experience which, for the most part, made them more confident in dealing with some difficult classroom management issues.

In addition, the tutors were a tremendous help to the instructor in taking care of some of the paper grading, recording and preparation of materials.

Future Faculty:

Norma Alvarez was chosen as future faculty participant from a group of applicants who were screened and interviewed by three instructors, the project coordinator, and the Dean. She expressed her desire to teach in the office skills, or vocational ESL area, and this was an opportunity for her to experience preparing a unit of study and presenting it to the class. She also worked in all three intensive programs observing different course content and three different instructional styles. Her intention at the project end is to continue with her goal of becoming a teacher.

If more time had been available, the future faculty participant would have benefited from more consultation with the instructors. She was able to assist with remediation and to prepare and present a major unit on an office procedures simulation successfully in every aspect and assisted the students with their computer skills and in following instructions on the simulation. She was an important role model for the students as they observed her on a day-to-day basis and was instrumental in motivating seven students to enroll in the spring 1994 general business intensive program after they completed the medical or legal program in fall 1993.

Instructional Materials Development

Instructor Raschel Parsons revised a unit on Bilingual Medical Terminology **(Appendix K)** which compares the prefixes, roots, suffixes and their combined forms in English and Spanish. Appendix K gives an example of the outline given to students for the 14 modules on body systems covered in the class and then focuses on Unit 4, the Circulatory System, and the activities and test required to complete the module.

Instructor Alva Sands compiled a series of readings and class activities with the assistance of tutor/mentor Yolanda Rocha **(Appendix L)** which will be used in the restructured interpretation and translation courses as well as in the legal intensive program.

Both materials and techniques will be shared with Southwestern College ESL instructors and the Southern California Region PAVE participants at a fall workshop hosted by Southwestern College.

Career Guest Speakers

In spring 1993 a reunion was held of past students from all three programs who are now in good positions and/or are continuing their education. These ex-students were the featured speakers and served to motivate students to continue in the program and reach for higher goals.

Alva Sands involved her students and other instructors and their classes in a panel she organized, "Mothers as Mentors," held at the San Ysidro campus in fall 1993.

Mothers and daughters participated as panelists and talked about how the mothers had influenced their daughters' decisions to continue their education and vice versa. Students were impressed with the panel and many came away motivated to continue on their academic paths.

Numerous speakers including counselors Hilse Barbosa and Silvia Felan-Gonzalez; Employment Technician, Michele Dawson; Court Volunteer Coordinator, Dick Gagliardi; Associate Dean, Ofelia Arellano; Vice President for Student Services, Norma Hernandez; and ROP Coordinator, Trish Axsom were guest speakers both in class and at the graduation ceremonies of the intensive programs. Dr. María Williams, a re-entry woman with nine children, gave a presentation on getting her education late in life and going all the way to her doctorate.

OBJECTIVE 6: A program guide based on the existing models of the intensive programs will be developed.

The Southwestern College Model VESL Program Guide for the intensive programs was developed highlighting strategies that have been successful in motivating students. **Appendix M** is a copy of the Model VESL Program Guide which includes appendices of both the Employer Literacy and Vocational Skills Survey and the ESL Student Career Goals Survey.

OBJECTIVE 7: Materials will be disseminated.

The Model VESL Program Guide was sent to the Deans of Occupational Education and ESL Program Coordinators at over 100 California Community Colleges. In addition, Southwestern College OIS-International will host a Southern California PAVE Regional Meeting on campus in September 1994, and the Final Report and Model Program Guide will be disseminated to the membership.

A copy of both the Model VESL Program Guide and the completed project were sent to ERIC. The Southwestern College contact for the California Association of Teachers of English to Students of Other Languages will be given copies to disseminate through appropriate channels within that organization.

PROJECT EVALUATION--Summative Evaluation Procedures

Student Tracking

Students in both fall 1993 and spring 1994 intensive programs were surveyed by telephone at the end of the spring 1994 semester with the Student Exit Questionnaire (Appendix C). The number of students who were able to be contacted was low, approximately 20 students, or 25%. Of the percentage of students responding:

47% are in jobs related to office training
37% were not placed in jobs related to office training
52% continued in business programs at a higher level
63% continued taking classes, most at Southwestern

These figures support the positive influence of career counseling as well as tutoring and mentoring.

Overall approximately 12% of the students withdrew from the four intensive classes involved in the project during the fall 1993 and spring 1994 semesters, a relatively low dropout rate.

The final grades of classes taught during the grant period, fall 1993 and spring 1994, are compared to spring 1993 grades. Note that the legal (F93) program alternates with the general (S94) program. Therefore, the legal program shown here was offered during the grant period in fall 1993. Also, although the medical class is offered both fall and spring, only the spring 1994 class is shown and compared to spring 1993.

GENERAL-BUS. 35

	SP 93	% OF CLASS		SP 94	% OF CLASS
A's	6	33%	A's	13	58%
B's	10	57%	B's	6	26%
C's	1	5%	C's	2	8%
D's	1	5%	D's	1	4%
F's	--	---	F's	--	---
Inc.	--	---	Inc.	1	4%

LEGAL-BUS. 36

	SP 93	% OF CLASS		F 93	% OF CLASS
A's	3	19%	A's	6	42%
B's	11	69%	B's	7	51%
C's	2	12%	C's	1	7%
D's	--	---	D's	--	---
F's	--	---	F's	--	---
Inc.	--	---	Inc.	--	---

MEDICAL-BUS. 40

	SP 93	% OF CLASS		SP 94	% OF CLASS
A's	10	50%	A's	7	30%
B's	7	35%	B's	2	9%
C's	1	5%	C's	7	30%
D's	1	5%	D's	5	22%
F's	1	5%	F's	2	9%
Inc.	--	---	Inc.	--	---

In Bus. 35, 90% of the spring '93 and 84% of the spring '94 students passed with A or B grade. The most significant change is the higher percentage of A's, 25% more in spring 1994.

In Bus. 36, 88% of the spring '93, and 93% of the spring '94 students passed with A or B grades. In this case also, the percentage of A's was higher in spring '94, 23%.

In Bus. 40, the percentage of students who passed the class with A or B grades decreased: 85% in spring '93, and 39% in spring '94. It is possible that some students started the program without prerequisite typing and language proficiency skills accounting for the decrease in successful completions.

Evaluation of the Model Program Guide

During the PAVE regional meeting to be held at Southwestern College in fall 1994, participants will be asked to review the Model Program Guide and feedback will be gathered as to the practical use of the guide for their programs.

Evaluation of Restructured Curriculum

The number of students who request waivers from the Dean of Business to waive or substitute intensive program units for classes in the regular core programs will be tracked starting with the fall 1995 semester.

Evaluation of Effectiveness of Career Counseling and Peer Mentors/Tutors

One measure of the effectiveness of the influence of career counselors and tutors is the number of students who moved from one program to another. The fact that seven students from the fall 1993 intensive programs enrolled in the spring 1994 general business program is extremely significant. It must be noted that the mentor/tutors and particularly the future faculty assistant was instrumental in motivating students to take the spring class. Prior to this spring 1994 semester, only one or two students have moved from one intensive class to another the following semester.

Another reason for this movement is that students were told that in the spring 1994 semester the Business Division was going to award a new special Certificate of Completion to students who completed two intensive programs. The certificate shows combined hours of training and work experience internship. See the Model VESL Program Guide in **Appendix M** for an example of the certificate.

Students also reported positively on the information received from career counselors and tutors/mentors about future training and career opportunities.

Of the students who responded to the Student Exit Questionnaire (Appendix C), 64% continued or will enroll at Southwestern College the following semester. Considering that most students enter the program with the intent to find a job at the end of the semester, the 64% who continued or plan to continue at Southwestern is a significant number.

Of those responding 25% reported working full-time, and 35% reported working part-time.

Of these students 60% are going on to higher level office skills or business related fields.

The Student Exit Questionnaire also asked for students to rate assistants on the categories of helpfulness to students and knowledge as a tutor. On a scale of 1 (low) to 10 (high), tutors/mentors/future faculty averaged a 9.7 rating on both questions.

Students were also asked to give comments and suggestions on the Student Exit Questionnaire. Some of the comments included the following:

"Keep tutors/mentors. They are a tremendous help for the students..." J. Alvarez

"...One teacher is not enough to give individual assistance to students needs." M. Hernandez

"Anytime and every time I asked for help they [tutors/mentors] gave me the assistance I needed!" M. Echavarria

"They [tutors/mentors] inspired me to follow in the path I am on now, PUENTE. I was helped every time." A. Sanchez

"It was an excellent program with lots of encouragement and support." V. Yoquigua

All student participants and the project clerk filled out the "Mentor/Tutor/Teacher/Assistant (M/T/T/A) Feedback Sheet **(Appendix I)**. It focused on what they had learned during the course of the semester in these capacities and asked if their own career goals had been influenced by their experience. Following are highlights of some of their responses to certain questions:

Q.1. What did you learn?

> "I learned that I am capable of doing more than I thought."
>
> "The reward is self-gratifying. The more you help them, it seems to inspire you and be proud of them."
>
> "I feel like another person, a person that helps . . . what I like most is that I have a solution to those problems."
>
> "Students need to be continually encouraged and praised for their efforts in order to keep them motivated. I have been able to encourage certain students to continue their education."
>
> "That I could meet deadlines and the power one has to do things like the career panel workshop "Bilingual Careers for the New Century."

Q.2. What did you find most rewarding/enjoyable as an M/T/T/A?

> "The recognition I got when an assignment was finished."
>
> "That the students that listened do work correctly and achieved to have good grades."

". . . at the end of the semester students would tell me that I helped them a lot and thanking me for it, and telling me that I was really a hard worker."

"Learning from each of the instructors the methods and techniques used in their classrooms."

Q.5. As a result of your experience, name two or three careers you might now consider.

1. ESL/VESL, Spanish teacher, bilingual speech pathologist
2. Criminal justice, legal secretary, bilingual educator
3. Elementary teacher
4. Supervisor/trainer, medical office administrator
5. Accounting or business administration

Although career goals varied, it is clear that these student assistants were inspired to seek higher goals in the fields of their choice.

The feedback from both students and assistants was positive. Both groups seemed to have been helped by their experience in this project and, in general, have set higher academic goals for themselves.

SUMMARY

This project served to implement several intervention strategies that enhance the general business, medical, and legal intensive programs at Southwestern College in several ways:

Bilingual medical terminology materials revised and developed by instructor Raschel Parsons and the bilingual activities, materials and readings compiled and developed by Alva Sands will enhance the future delivery of the intensive programs as well as the translation/interpretation and medical terminology core courses which students may transition into.

Curriculum restructuring done by Irma Alvarez and Alva Sands for the general and legal intensive programs, Bus. 35 and Bus. 36, was of major significance. Although modified by the Southwestern College Curriculum and Instruction Committee, the new curricula will allow students who complete one of the intensive programs to waive or substitute certain courses in the mainstream business curriculum thereby making a direct transition into higher level skills training or into other business programs.

Core courses restructured by instructors Irma Alvarez, Alva Sands, and Raschel Parsons--Bus. 225A, B, C and Bus. 226A, B, C--will provide a stronger, more specialized core of mainstream OIS/business courses in the general business, medical, and legal areas which students may transition into.

The career counseling component was very successful in utilizing career counselors and other guest speakers in class presentations. In addition, participation in career workshops and development of special panel discussions were extremely important methods of allowing students to see the career opportunities available to them. We learned that it is important for the instructor to take more initiative in getting a student to meet with counselors about career goals at this level.

Information gathered from the surveys of both employers and ESL students provides a foundation which will allow Southwestern to enhance curriculum in both the business and ESL disciplines to provide a stronger link in building language and vocational skills. The ESL student survey also provides information on career counseling and services which must be addressed to give ESL students access to more vocational areas which they can complete with success.

The student assistants gained tremendously from their experience. The staff development activities and principally the panel discussion, "Bilingual Careers for the New Century," organized by all of the project assistants were strong learning and motivational tools. The organization of the panel integrated a variety of critical thinking activities which challenged them and gave them more confidence in their abilities.

With regard to their intervention as tutors/mentors and future faculty, they were successful as well. However, we found that they needed more background training than time allowed for in both philosophical perspectives in training LEP students as well as in teaching techniques and methodologies.

Instructors used a variety of skills in supervising and training these tutors/mentors and future faculty. Thus training in leadership skills for instructors would have been very beneficial.

An important outcome, although outside of the scope of this project, is its implications for developing a bilingual teacher training model. The introduction of the tutors/mentors and future faculty students was as beneficial as a classroom intervention strategy as it was a motivational teacher training tool. With some added staff development for both teachers and student assistants, this would be a very effective teacher training method.

CONCLUSION

The project has touched on many areas successfully due to the cooperative efforts of the institution, the deans and instructors in both the Office Information Systems International and English as a Second Language disciplines, the tutors/mentors, future faculty, instructional assistant and project clerk. The activities and accomplishments in each component of the project will continue to enhance our delivery of the clerical intensive training programs.

It is our hope that the information gained from this project and the Model VESL Program Guide will be useful to community colleges throughout the state in developing similar programs in office skills training or in any other vocational area.

The Southwestern Office Information Systems - International faculty look forward to serving as resource personnel for information on any aspect of the project.

APPENDIX ITEMS

PROMOTING ACCESS TO VOCATIONAL EDUCATION FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
900 Otay Lakes Road
Chula Vista , CA 91910
Irma J. Alvarez
Project Director

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

This report is made pursuant to grant agreement number 920100. This project was supported by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L., 101-392, funds administered by the Chancellor's Office, California Community Colleges.

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

APPENDIX A

OFFICE INFORMATION SYSTEMS LITERACY AND VOCATIONAL SKILLS SURVEY

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

OFFICE INFORMATION SYSTEMS ADVISORY COMMITTEE

Literacy Survey - MEDICAL

Name of Organization: ______________________________

ype of Organization:
Private Sector: *Public Sector:*
❒ Industrial ❒ Governmental
❒ Service ❒ Educational

Name and Title of Person Answering Survey: ______________________________

General Statement: In answering the following questions regarding the language requirements of your organization's employees, consider those levels of language proficiency that are generally necessary for entry level office personnel.

nstructions: Please rate each of the following goals on a scale of 1 to 5 according to their level of importance for job entry.

Oral Communication Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
Answer/place telephone calls	1 0	2 0	3 0	4 1	5 10	1 1	2 0	3 3	4 0	5 8
Carry on a conversation fluently	1 0	2 0	3 0	4 2	5 11	1 1	2 1	3 1	4 1	5 8
eet the public	1 1	2 0	3 2	4 2	5 8	1 2	2 1	3 2	4 1	5 6
Use proper grammar	1 0	2 0	3 0	4 2	5 10	1 1	2 1	3 2	4 0	5 8
Participate in meetings	1 2	2 3	3 1	4 3	5 4	1 4	2 2	3 2	4 2	5 2
ake oral presentations	1 5	2 2	3 1	4 1	5 3	1 6	2 2	3 1	4 1	5 2
ive instructions to clients/co-workers	1 0	2 2	3 3	4 1	5 5	1 1	2 2	3 3	4 1	5 5
Understand foreign accents	1 1	2 1	3 4	4 0	5 4	1 3	2 1	3 3	4 0	5 5
nterview clients/public	1 2	2 1	3 5	4 1	5 3	1 3	2 1	3 3	4 1	5 4
peak without an accent	1 4	2 2	3 5	4 1	5 2	1 3	2 2	3 4	4 2	5 1
Other: ______________	1 0	2 0	3 0	4 0	5 0	1 1	2 0	3 0	4 0	5 2

____

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2. Written Communication Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
ass a written employment exam	1 5	2 0	3 3	4 1	5 3	1 6	2 0	3 1	4 2	5 3
Accurately use the mechanics of language:	1 0	2 0	3 0	4 3	5 5	1 1	2 0	3 1	4 2	5 5
English										
Spelling	1 0	2 0	3 0	4 2	5 10	1 2	2 0	3 0	4 2	5 6
Punctuation	1 0	2 0	3 2	4 4	5 6	1 2	2 0	3 0	4 4	5 2
Capitalization	1 0	2 1	3 2	4 4	5 5	1 2	2 0	3 0	4 3	5 5
Proofreader's marks	1 0	2 0	3 2	4 1	5 2	1 0	2 0	3 2	4 1	5 2
Spanish										
Accents	1 3	2 2	3 1	4 1	5 4	1 3	2 0	3 0	4 1	5 6
Capitalization	1 2	2 1	3 1	4 1	5 2	1 1	2 1	3 2	4 2	5 5
Proofreader's marks	1 2	2 2	3 0	4 2	5 2	1 1	2 1	3 3	4 1	5 5
Spelling	1 2	2 1	3 0	4 0	5 3	1 2	2 2	3 0	4 1	5 6
Punctuation	1 2	2 1	3 0	4 0	5 3	1 1	2 1	3 1	4 1	5 7
ake accurate telephone messages	1 1	2 0	3 0	4 1	5 6	1 2	2 0	3 0	4 1	5 7
Fill out forms correctly	1 0	2 0	3 1	4 1	5 8	1 1	2 0	3 2	4 0	5 7
Writing sales orders, supply requisitions	1 0	2 1	3 2	4 1	5 8	1 3	2 0	3 1	4 1	5 6
Write short internal memos/notes	1 1	2 0	3 4	4 1	5 5	1 2	2 1	3 3	4 0	5 5
Write short external memos	1 1	2 0	3 1	4 3	5 6	1 2	2 0	3 4	4 1	5 4
Write business letters	1 1	2 1	3 3	4 0	5 7	1 2	2 0	3 1	4 3	5 5
Write business reports	1 1	2 4	3 2	4 0	5 5	1 2	2 2	3 4	4 0	5 3
ake minutes at meetings	1 3	2 3	3 2	4 0	5 4	1 3	2 3	3 2	4 0	5 3

2. Written Communication Skills *(Cont.)*

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
	1	2	3	4	5	1	2	3	4	5
Take notes at workshops/classes	1	4	1	1	4	5	1	1	0	4
Transcribe taped dictation	1	3	2	1	3	4	3	2	0	0
Write with legible handwriting	0	0	0	1	10	2	3	0	0	5
Keyboarding/typing skills List speed requirements:____wpm	0	0	2	4	5	2	0	1	2	4
Able to compose at the keyboard	1	2	3	4	1	2	2	2	3	1
Other:____________________	0	0	0	0	1	0	0	0	0	1

3. Reading Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
	1	2	3	4	5	1	2	3	4	5
Basic instructions from supervisor	0	0	0	0	11	1	1	2	0	6
Work orders	1	0	3	1	6	3	1	1	1	3
Understand forms	0	0	1	2	8	2	2	1	1	4
Computer manuals & reference materials	0	0	5	1	5	1	2	4	0	1
Memos, letters	0	0	2	2	7	1	2	2	0	5
Reports and other documents	1	0	2	1	7	2	2	1	1	4
Policy manuals	2	0	1	2	6	2	2	1	1	3
Computer printouts	0	2	2	1	6	2	2	1	1	3
Read and integrate edited materials	1	1	3	1	5	3	2	1	2	2
Newsletters, in-house commun ications	1	1	2	3	3	3	2	1	1	1
Other:____________________	0	0	1	0	1	1	1	0	0	0

4. Listening Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
	1	2	3	4	5	1	2	3	4	5
Understand telephone messages	0	0	0	1	10	1	0	0	1	8
Listen for information to fill out forms	0	0	0	1	10	2	0	0	1	7
Pass a listening exam.	4	2	1	0	1	4	2	1	0	1
Understand oral messages.	0	0	0	1	10	1	0	0	0	9
Other:____________________	0	0	0	0	0	1	0	0	0	0

Cross Cultural Communication Skills

	Not Important				Very Important
	1	2	3	4	5
Interact with people of other cultures	0	0	1	2	8
List which cultures:					
•____________________	0	0	0	1	5
•____________________	1	0	0	0	3
•____________________	0	0	0	0	2
Understand cultural differences	1	0	0	0	5

6. Translation/Interpretation Skills

	Not Important				Very Important
	1	2	3	4	5
Spanish to English	1	0	0	2	6
English to Spanish	1	0	0	2	6

6. Translation/Interpretation Skills *(Cont.)*

	Not Important									Very Important
Translate simple instructions	1	**2**	2	**0**	3	**0**	4	**3**	5	**7**
Interpret oral communications	1	**2**	2	**0**	3	**0**	4	**3**	5	**7**
Translate simple letters/memos	1	**2**	2	**1**	3	**0**	4	**3**	5	**6**
Translate reports	1	**2**	2	**2**	3	**4**	4	**1**	5	**3**
Translate brochures/pamphlets	1	**4**	2	**1**	3	**3**	4	**1**	5	**3**
Translate forms	1	**3**	2	**1**	3	**3**	4	**2**	5	**3**
Pass a translation exam	1	**4**	2	**1**	3	**2**	4	**2**	5	**0**
Read in two languages	1	**3**	2	**2**	3	**2**	4	**2**	5	**3**
Pass an oral interpretation exam	1	**4**	2	**1**	3	**4**	4	**1**	5	**1**
Use translation software	1	**5**	2	**2**	3	**2**	4	**0**	5	**2**
Translate specialized technical information	1	**4**	2	**2**	3	**3**	4	**0**	5	**2**

7. What major trends and technological changes do you expect to affect the employment practices of your company?

What new/replacement positions do you anticipate in the next five years for office employees?

Position Title	Present Number	Replacement	New

What principal sources do you use now to recruit new entry level workers? (Check all that apply).

☐ In-House employees
☐ State EDD
☐ Private trade schools
☐ Radio/TV
☐ Newspapers
☐ Local Private Industry Councils
☐ Other:

☐ Private employment agencies
☐ Local community colleges
☐ Local high schools
☐ ROP programs
☐ Adult education programs
☐ Community based organizations

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OFFICE INFORMATION SYSTEMS ADVISORY COMMITTEE

Literacy Survey - GENERAL

Name of Organization: ____________________

ype of Organization:

Private Sector:
☐ Industrial
☐ Service

Public Sector:
☐ Governmental
☐ Educational

ame and Title of Person Answering Survey: ____________________

General Statement: In answering the following questions regarding the language requirements of your organization's nployees, consider those levels of language proficiency that are generally necessary for entry level office personnel.

Instructions: Please rate each of the following goals on a scale of 1 to 5 according to their level of importance for job ntry.

Oral Communication Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
	1	2	3	4	5	1	2	3	4	5
Answer/place telephone calls				3	13	1		3	3	6
arry on a conversation fluently			1	3	11	2	1	3	2	4
eet the public		1	4	5	11	2		4	3	4
Use proper grammar			2	6	9	2		4	4	3
articipate in meetings	1	3	6	2	3	4	1	3	4	1
ake oral presentations	2	2	6	3	3	4	2	3	2	2
Give instructions to clients/co-workers	1	2	5	2	5	2	1	2	4	4
nderstand foreign accents	3	3	2	4	5	3	2	6	1	1
nterview clients/public	2	1	6	2	5	3		5	1	4
peak without an accent		1	5	1	1	3	3	5	2	
Other: ____________________			1	1	1	1	1		1	

2. Written Communication Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
	1	2	3	4	5	1	2	3	4	5
Pass a written employment exam			2	3	10	4		1	2	5
Accurately use the mechanics of language:			2	3	7	1		3	2	4
English										
Spelling			1	5	10	2		1	4	2
Punctuation			2	5	9	2		2	3	2
Capitalization			2	4	10	2		2	3	2
Proofreader's marks	1		8	2	5	2		4	1	2
Spanish										
Accents	4	3	1	2		2	1	3	2	5
Capitalization	4	3	1	2		3		3	2	5
Proofreader's marks	4	3	1	1	1	2	1	4	1	5
Spelling	4	3	1	1	1	2		2	3	5
Punctuation	4	2	1	1	2	2	0	2	4	5
ake accurate telephone messages				3	12	1		1	2	9
Fill out forms correctly			1	3	11	2	1	1	1	8
riting sales orders, supply requisitions			8		7	3	2	2	2	4
rite short internal memos/notes	1	1	3	3	7	3	1	1	5	3
Write short external memos	1		3	2	7	3	1	1	5	3
rite business letters		1	3	5	6	5	1	1	4	2
rite business reports	4	1	1	5	4	5	2	2	4	
ake minutes at meetings	4	3	3	2	4	6		2	3	2

2. Written Communication Skills *(Cont.)*

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
ake notes at workshops/classes	1 2	2 3	3 5	4	5 2	1 5	2 1	3 3	4 3	5 1
Transcribe taped dictation	1 3	2 4	3 3	4 4	5 3	1 5	2 3	3 1	4 2	5 2
rite with legible handwriting	1	2	3 5	4 3	5 7	1 4	2 0	3 2	4 2	5 5
eyboarding/typing skills	1	2	3 2	4 6	5 7	1 4	2 1	3 2	4 2	5 3
List speed requirements:____wpm										
Able to compose at the keyboard	1 1	2 0	3 7	4 6	5	1 5	2 2	3 2	4 3	5 0
ther:________________________	1	2	3	4	5	1 2	2	3	4	5

3. Reading Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
asic instructions from supervisor	1	2	3 1	4 2	5 13	1 3	2	3 2	4 1	5 7
Work orders	1	2 1	3 2	4 3	5 9	1 3	2 0	3 2	4 2	5 5
Understand forms	1	2	3 2	4 4	5 10	1 3	2	3 1	4 3	5 4
mputer manuals & reference materials	1	2	3 5	4 4	5 8	1 3	2	3 3	4 2	5 3
emos, letters	1	2	3 3	4 5	5 9	1 2	2	3 3	4 3	5 3
Reports and other documents	1	2 1	3 2	4 7	5 6	1 3	2	3 2	4 4	5 2
licy manuals	1 1	2	3 5	4 4	5 6	1 4	2	3	4 3	5 3
mputer printouts	1	2	3 7	4 3	5 5	1 3	2	3 3	4 2	5 3
Read and integrate edited materials	1 2	2	3 6	4 4	5 4	1 3	2	3 4	4 2	5 2
ewsletters, in-house commun ications	1 1	2	3 4	4 4	5 3	1 4	2	3 2	4 2	5 2
her:________________________	1	2	3 1	4	5 1	1 2	2	3	4	5 1

4. Listening Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
derstand telephone messages	1	2	3	4 1	5 15	1 1	2	3 1	4 2	5 8
Listen for information to fill out forms	1	2	3	4 3	5 13	1 1	2	3 1	4 2	5 8
ss a listening exam.	1 3	2 1	3 4	4 1	5 6	1 5	2	3 2	4 1	5 2
derstand oral messages.	1	2	3 1	4 3	5 10	1 2	2	3 1	4 2	5 7
Other:____________________	1	2	3	4	5	1	2	3	4	5

Cross Cultural Communication Skills

	Not Important				Very Important
Interact with people of other cultures	1	2	3 2	4 2	5 12
st which cultures:					
• Hispanics	1	2	3 3	4	5 9
• Asians	1 1	2	3 1	4	5 7
• African-American	1	2	3	4	5 5
derstand cultural differences	1	2 1	3 5	4 2	5 5
Japanese	1	2	3 1	4	5
Spanish, Asian, Filipino, Middle East					

6. Translation/Interpretation Skills

	Not Important				Very Important
S anish to English	1 3	2	3 6	4 2	5 4
English to Spanish	1 3	2 1	3 5	4 4	5 2

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6. Translation/Interpretation Skills *(Cont.)*

	Not Important				Very Important
ranslate simple instructions	1 **3**	2 **0**	3 **5**	4 **2**	5 **2**
Interpret oral communications	1 **3**	2 **1**	3 **2**	4 **6**	5 **2**
Translate simple letters/memos	1 **4**	2 **2**	3 **3**	4 **4**	5 **1**
ranslate reports	1 **3**	2 **3**	3 **4**	4 **3**	5 **1**
Translate brochures/pamphlets	1 **5**	2 **2**	3 **2**	4 **4**	5 **1**
Translate forms	1 **4**	2 **4**	3 **1**	4 **2**	5 **1**
ass a translation exam	1 **5**	2 **2**	3 **0**	4 **4**	5 **2**
ead in two languages	1 **5**	2 **3**	3 **1**	4 **1**	5 **4**
Pass an oral interpretation exam	1 **4**	2 **3**	3 **2**	4 **3**	5 **3**
Use translation software	1 **8**	2 **2**	3 **2**	4 **3**	5
ranslate specialized technical information	1 **8**	2 **2**	3 **3**	4 **1**	5 **1**

7. What major trends and technological changes do you expect to affect the employment practices of your company?

____

____

____

What new/replacement positions do you anticipate in the next five years for office employees?

Position Title	Present Number	Replacement	New

What principal sources do you use now to recruit new entry level workers? (Check all that apply).

- ☐ In-House employees
- ☐ State EDD
- ☐ Private trade schools
- ☐ Radio/TV
- ☐ Newspapers
- ☐ Local Private Industry Councils
- ☐ Other:____
- ☐ Private employment agencies
- ☐ Local community colleges
- ☐ Local high schools
- ☐ ROP programs
- ☐ Adult education programs
- ☐ Community based organizations

OFFICE INFORMATION SYSTEMS ADVISORY COMMITTEE

Literacy Survey -LEGAL

Name of Organization:____

ype of Organization:
Private Sector: *Public Sector:*
☐ Industrial ☐ Governmental
☐ Service ☐ Educational

Name and Title of Person Answering Survey:________________________________

eneral Statement: In answering the following questions regarding the language requirements of your organization's employees, consider those levels of language proficiency that are generally necessary for entry level office personnel.

structions: Please rate each of the following goals on a scale of 1 to 5 according to their level of importance for job entry.

Oral Communication Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
Answer/place telephone calls	1 0	2 1	3 0	4 3	5 9	1 1	2 0	3 0	4 4	5 8
Carry on a conversation fluently	1 0	2 1	3 1	4 3	5 9	1 1	2 0	3 1	4 1	5 10
eet the public	1 0	2 2	3 1	4 3	5 7	1 1	2 1	3 0	4 6	5 5
Use proper grammar	1 1	2 0	3 1	4 2	5 9	1 1	2 0	3 0	4 5	5 7
Participate in meetings	1 1	2 6	3 1	4 2	5 3	1 1	2 6	3 1	4 3	5 2
ake oral presentations	1 3	2 3	3 2	4 1	5 4	1 2	2 4	3 2	4 2	5 3
ive instructions to clients/co-workers	1 2	2 1	3 1	4 3	5 6	1 1	2 1	3 1	4 1	5 7
Understand foreign accents	1 2	2 1	3 2	4 1	5 7	1 1	2 3	3 1	4 1	5 7
nterview clients/public	1 2	2 0	3 3	4 2	5 6	1 1	2 0	3 4	4 3	5 5
peak without an accent	1 3	2 5	3 3	4 0	5 2	1 2	2 8	3 1	4 1	5 1
Other:____________	1 0	2 1	3 0	4 1	5 0	1 1	2 0	3 0	4 0	5 0

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Written Communication Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
ass a written employment exam	1 2	2 1	3 3	4 5	5 2	1 4	2 1	3 3	4 4	5 1
Accurately use the mechanics of language:	1 1	2 0	3 1	4 3	5 5	1 1	2 0	3 2	4 4	5 3
English										
Spelling	1 1	2 0	3 1	4 4	5 7	1 0	2 0	3 0	4 4	5 5
Punctuation	1 1	2 2	3 1	4 2	5 7	1 0	2 1	3 1	4 3	5 3
Capitalization	1 1	2 2	3 0	4 3	5 7	1 0	2 1	3 0	4 4	5 4
Proofreader's marks	1 2	2 3	3 0	4 3	5 4	1 1	2 2	3 1	4 3	5 3
Spanish										
Accents	1 2	2 0	3 3	4 1	5 2	1 2	2 1	3 3	4 4	5 2
Capitalization	1 1	2 2	3 0	4 3	5 2	1 1	2 2	3 0	4 4	5 4
Proofreader's marks	1 1	2 3	3 0	4 2	5 2	1 2	2 3	3 0	4 4	5 3
Spelling	1 1	2 0	3 1	4 2	5 4	1 1	2 1	3 5	4 0	5 4
Punctuation	1 1	2 0	3 2	4 2	5 3	1 1	2 1	3 2	4 4	5 3
ake accurate telephone messages	1 0	2 0	3 0	4 2	5 10	1 1	2 1	3 0	4 2	5 6
Fill out forms correctly	1 0	2 1	3 1	4 2	5 19	1 1	2 1	3 2	4 4	5 3
Writing sales orders, supply requisitions	1 4	2 2	3 0	4 4	5 2	1 5	2 2	3 2	4 1	5 2
Write short internal memos/notes	1 3	2 1	3 2	4 4	5 3	1 4	2 2	3 3	4 1	5 2
Write short external memos	1 2	2 0	3 3	4 3	5 5	1 2	2 2	3 3	4 2	5 3
Write business letters	1 2	2 0	3 2	4 4	5 5	1 3	2 2	3 1	4 3	5 3
Write business reports	1 5	2 1	3 2	4 2	5 4	1 5	2 2	3 1	4 0	5 3
ake minutes at meetings	1 7	2 1	3 2	4 1	5 2	1 6	2 2	3 2	4 0	5 1

2. Written Communication Skills *(Cont.)*

	ENGLISH Not Important 1	2	3	4	Very Important 5	SPANISH Not Important 1	2	3	4	Very Important 5
[redacted]ake notes at workshops/classes	4	1	4	2	2	4	2	4	2	0
Transcribe taped dictation	2	0	4	2	4	5	2	3	0	1
Write with legible handwriting	2	0	2	4	5	1	1	4	4	2
[redacted]eyboarding/typing skills	2	1	2	3	4	3	1	2	2	4
List speed requirements:____wpm										
Able to compose at the keyboard	2	0	2	0	2	4	2	1	1	1
[redacted]ther:________________	0	0	0	0	0	1	0	0	0	0

3. Reading Skills

	ENGLISH Not Important 1	2	3	4	Very Important 5	SPANISH Not Important 1	2	3	4	Very Important 5
[redacted]asic instructions from supervisor	1	0	1	2	9	1	1	2	2	5
Work orders	4	1	1	1	7	4	2	3	0	3
Understand forms	1	1	1	4	6	1	2	3	3	3
[redacted]mputer manuals & reference materials	1	1	3	0	8	1	4	3	0	4
Memos, letters	1	0	3	2	5	1	2	4	2	4
Reports and other documents	1	1	3	3	4	1	2	3	3	2
[redacted]licy manuals	1	2	2	2	5	3	2	4	1	2
[redacted]mputer printouts	3	2	3	1	4	3	3	3	1	2
Read and integrate edited materials	3	1	3	2	4	4	2	3	1	2
[redacted]wsletters, in-house commun ications	5	1	3	1	3	4	2	3	1	1
[redacted]her:________________	2	0	0	0	0	1	0	0	0	0

4. Listening Skills

	ENGLISH Not Important 1	2	3	4	Very Important 5	SPANISH Not Important 1	2	3	4	Very Important 5
[redacted]derstand telephone messages	0	1	0	3	9	1	0	0	3	8
Listen for information to fill out forms	1	2	1	2	7	2	0	2	3	5
[redacted]ss a listening exam.	3	4	2	1	2	3	3	2	2	1
[redacted]derstand oral messages.	0	1	0	3	8	1	0	0	3	7
Other:________________	0	0	0	1	0	0	0	0	1	0

[redacted] Cross Cultural Communication Skills

	Not Important 1	2	3	4	Very Important 5
Interact with people of other cultures	1	0	0	2	9
[redacted]t which cultures:					
• **Mexican**	0	0	1	2	4
• **Spanish/Hispanic**	0	0	1	2	5
• **Asian**	0	0	1	0	4
[redacted]derstand cultural differences	1	0	3	0	7
Oriental	0	0	0	0	1
Caucasian/White	0	0	1	0	1
French	0	0	1	0	0

6. Translation/Interpretation Skills

	Not Important 1	2	3	4	Very Important 5
[redacted]anish to English	1	0	1	2	9
English to Spanish	1	1	0	2	9

6. Translation/Interpretation Skills *(Cont.)*

	1 Not Important	2	3	4	5 Very Important
Translate simple instructions	1	0	2	2	7
nterpret oral communications	1	0	1	2	5
Translate simple letters/memos	1	1	1	2	7
Translate reports	3	3	0	1	5
ranslate brochures/pamphlets	4	2	0	1	5
Translate forms	3	3	1	0	5
Pass a translation exam	3	2	3	1	4
ead in two languages	2	2	1	4	5
Pass an oral interpretation exam	3	1	3	3	2
Use translation software	4	2	2	1	2
ranslate specialized technical information	4	2	3	0	3

What major trends and technological changes do you expect to affect the employment practices of your company?

____

____

____

What new/replacement positions do you anticipate in the next five years for office employees?

Position Title	Present Number	Replacement	New

What principal sources do you use now to recruit new entry level workers? (Check all that apply).

☐ In-House employees
☐ State EDD
☐ Private trade schools
☐ Radio/TV
☐ Newspapers
☐ Local Private Industry Councils
☐ Other: ____
☐ Private employment agencies
☐ Local community colleges
☐ Local high schools
☐ ROP programs
☐ Adult education programs
☐ Community based organizations

APPENDIX B

ESL STUDENT SURVEY

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

ESL STUDENT SURVEY

Career Goals

Part I: Personal Data

1. Sex: ☐ Female 208 ☐ Male 109
2. Age: ☐ Under 21 93 ☐ 21-30 112 ☐ 31-40 60 ☐ 41-50 41 ☐ Over 51 11
3. Status: ☐ Single 120 ☐ Single with children 34
☐ Married 57 ☐ Married with children 61
☐ Divorced 20
4. First (Native) Language: Spanish-203 Other- 19
English-17

Part II: Career Interest and Knowledge

5. Educational Goal: ☐ Career 139 ☐ ESL 68 ☐ Transfer 75
6. Career Interest: Check those areas that interest you most.

BUSINESS CAREERS

Linguistics 1
Bil. Speech Therapist 1

☐ Accountant	37
☐ Bookkeeper	5
☐ Appliance Sales	1
☐ Aviation	11
☐ Banking and Finance	22
☐ Business Management	52
☐ Small Business	21
☐ International Business	38
☐ Marketing (Sales)	14
☐ Computer Systems Careers	63
☐ Bilingual Office Clerk	71
☐ Information/Word Processing	22
☐ Secretary	36
☐ Real Estate Broker/Salesperson	16

HEALTH RELATED CAREERS

☐ Paramedic	23
☐ Nursing	26
☐ Medical Office Assistant	38
☐ Bilingual Medical Clerk	49
☐ Medical Transcriptionist	17
☐ Surgical Technology	7
☐ Microbiologist	8
☐ Pre-Medical	16

TRADE AND TECHNOLOGY

☐ Air Conditioning/Heating	11
☐ Aviation management	4
☐ Appliance maintenance/Repair	2
☐ Architecture Technology	10
☐ Automotives	10
☐ Computer Aided Design	30
☐ Construction	10
☐ Electronics	15
☐ Hazardous Materials Technician	5
☐ Food Service Catering	11
☐ Refrigeration Technician	0
☐ Small Engine Service and Repair	5
☐ Solar Energy Technician	6
☐ Drafting Technology	5
☐ Industrial Engineering	9

LEGAL CAREERS

☐ Legal Assistant	18
☐ Legal Interpreter/Translator	37
☐ Legal Office Clerk - Bilingual	27
☐ Legal Secretary	12
☐ Legal Secretary - Bilingual	28
☐ Pre-Law	14

PRIVATE AND PUBLIC SERVICES	
☐ Fire Science Technology	4
☐ Food Service/Catering	10
☐ Law Enforcement (Police/Sheriff)	15
☐ Child Development Careers	46
☐ Coaching	7
☐ Landscape Architect	8
☐ Nursery Manager	6
☐ Travel and Tourism	37
☐ Psychology	38
☐ Public Administration	15
☐ Recreation Director	6
Social Worker	1

CREATIVE AND APPLIED ARTS	
☐ Commercial Musician	15
☐ Telemedia Careers	14
☐ Graphic Design	26
☐ Photograpy	47
☐ Interior Design	48

7. **Educational Background**

Years completed in another country____________________

What country?____________________

Years completed in U.S.A.____________________

Degrees completed____________________

Certificates completed____________________

8. **Employment Background**

☐ Currently employed in area related to career interest.	46
☐ Formerly employed in area related to career interest.	29
☐ Employed, but not in area related to career interest.	88
☐ Unemployed.	152

9. **Educational and Career Goals**

☐ Improve English only.	55
☐ Improve English; then begin preparing for one of the vocations related to my career interest at Southwestern College.	213
☐ Improve English; then transfer to a four-year university.	66

10. **Career Counseling**

☐ Have received career counseling in my area of interest.	95
☐ Have not received career counseling in interest area.	196

11. **Career Classes**

☐ Have completed class(es) in career area.	65
☐ Have not completed class(es) in career area.	223

12. **Other Sources of Career Information**

List any opportunities you have had to learn about the career area that interest you.

____

____

Part III: Barriers to Entering Chosen Career Field

To enter my chosen career, I need:

☐ English skills	227
☐ Math skills	70
☐ Reading skills	140
☐ Study skills	92
☐ Computer skills	122
☐ Financial aid	128
☐ Child care assistance	34
☐ Career counseling	111
☐ Academic Counseling	57
☐ Transportation	29

List any other needs:

Would you like additional information about the career area you are interest in?

☐ Yes 199 ☐ No 16

SIGNATURE DATE

ESTUDIANTES DE ESL (INGLES COMO SEGUNDA LENGUA)

Llene el siguiente formulario marcando la contestación apropiada

Primera Parte: Datos Personales

1. Sexo: ☐ Femenino ☐ Masculino
2. Edad: ☐ Menor de 21 años ☐ 21-30 años ☐ 31-40 años ☐ 41-50 años ☐ Mayor de 51 años
3. Estado Civil: ☐ Soltero(a) ☐ Soltero(a) con hijos
☐ Casado(a) ☐ Casado(a) con hijos
☐ Divorciado(a)
4. Primer Idioma: ☐ Inglés ☐ Español ☐ Otro____________________

Segunda Parte: Metas Profesionales y Educacionales

5. Meta Escolar: ☐ Carrera Corta/Técnica ☐ ESL ☐ Carrera Profesional
6. Meta Profesional: Marque las carreras que más le interesen.

CARRERAS DE NEGOCIOS/COMERCIALES

- ☐ Contador
- ☐ Venta de Aparatos Eléctricos para el Hogar
- ☐ Aviación
- ☐ Banca y Finanzas
- ☐ Administración de Empresas
- ☐ Administración de Negocios Pequeños
- ☐ Empresas Internacionales
- ☐ Mercadotécnia/Marketing
- ☐ Sistemas de Computación
- ☐ Oficinista Bilingüe
- ☐ Informática/Proceso de Datos
- ☐ Secretariado
- ☐ Bienes Raíces/Ventas

CARRERAS EN EL CAMPO MEDICO

- ☐ Paramédico
- ☐ Enfermería
- ☐ Asistente de Oficina Médica
- ☐ Oficinista Médico Bilingüe
- ☐ Transcripción Médica
- ☐ Técnico Quirúrgico
- ☐ Microbiólogo
- ☐ Pre-Medicina

CARRERAS VOCACIONALES/TECNICAS

- ☐ Aire Acondicionado y Calefacción
- ☐ Administración de Empresas Aeronáuticas
- ☐ Mantenimiento y Reparación de Aparatos Eléctricos
- ☐ Arquitectura
- ☐ Automotriz
- ☐ Sistemas de Diseño Computarizado
- ☐ Construcción
- ☐ Electrónica
- ☐ Técnico en el Manejo de Materias Contaminadas
- ☐ Arte Culinario
- ☐ Técnico en Refrigeración
- ☐ Servicio y Reparación de Motores Pequeños
- ☐ Técnico en Energia Solar
- ☐ Técnico en Bosquejos/Dibujo Técnico ó Dibujo Gráfico
- ☐ Ingeniería Industrial

CARRERAS LEGALES

- ☐ Asistente Legal
- ☐ Intérprete/Traductor Legal
- ☐ Oficinista Legal Bilingüe
- ☐ Secretariado Legal
- ☐ Secretariado Legal Bilingüe
- ☐ Pre-Licenciatura

SERVICIOS PUBLICOS Y PRIVADOS

☐ Tecnología de Incendios/Bombero
☐ Arte Culinario
☐ Adminstración de Justicia
☐ Desarrollo Infantil
☐ Entrenador en Educación Física
☐ Arquitectura y Diseño de Jardines y Parques
☐ Supervisor en Jardinería
☐ Viajes y Turismo
☐ Psicología
☐ Administración Pública
☐ Director de Recreación

CIENCIAS EN ARTES CREATIVAS

☐ Carreras en Telecomunicación
☐ Periodismo
☐ Diseño Gráfico
☐ Fotografía
☐ Decoración de Interiores

7. Historial Escolar

Años de estudios escolares terminados en otro país________________
¿En qué país llevó a cabo sus estudios?________________
Años de estudios escolares terminados en Estados Unidos________________
Diplomas/Títulos obtenidos________________
Certificados recibidos________________

8. Ocupación

☐ Actualmente el trabajo que desempeño está relacionado a la carrera que me interesa.
☐ En el pasado trabajé en el área relacionada a la carrera que me interesa.
☐ Actualmente trabajo, pero no en el campo relacionado a la carrera que me interesa.
☐ Actualmente no estoy trabajando.

9. Metas Educacionales y Profesionales

☐ Mejorar el inglés
☐ Mejorar el inglés, y posteriormente, inscribirme en Southwestern College y estudiar clases relacionadas con la carrera deseada.
☐ Mejorar el inglés, y posteriormente, transferirme a la universidad.

10. Asesoría

☐ He recibido asesoría/consejo en el área profesional que me interesa.
☐ No he recibido ningún tipo de asesoría/consejo en el área profesional que me interesa.

11. Clases Relacionadas al Campo de Interés Profesional

☐ He tomado y terminado clases relacionadas con la carrera que me interesa.
☐ No he tomado clases relacionadas con la carrera que me interesa.

12. Otras Fuentes de Información Relacionadas al Campo de Interés Profesional

A continuación, haga una lista de las fuentes de información que le proporcionaron datos acerca de la carrera que le interesa.

____

____

____

Tercera Parte: Obstáculos que le Impiden Estudiar la Carrera Deseada

Para poder estudiar la carrera que deseo, necesito:

☐ Mejorar mis conocimientos de inglés
☐ Matemáticas
☐ Lectura en inglés
☐ Mejorar mis técnicas de estudio
☐ Computación

☐ Ayuda económica
☐ Asistencia en el cuidado infantil de mis hijos
☐ Asesoría referente a la carrera que deseo estudiar
☐ Asesoría académica
☐ Transportación

Haga una lista de cualquier otro obstáculo(s), no mencionados anteriormente, que le impida estudiar la carrrera deseada:

____

____

____

¿Le gustaría recibir información referente a la carrera deseada?

☐ Sí ☐ No

______________________ ______________________

FIRMA FECHA

APPENDIX C

STUDENT EXIT QUESTIONNAIRE

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

BUS. 35, 36, 40
STUDENT EXIT QUESTIONNAIRE

Hello, this is ____________________________

I'm doing a follow-up on Bus. ___ as part of a special project that Southwestern College is doing through the California Community College Chancellor's office. We want to get some information about your plans after having taken Bus. _____ and about the your interaction with the tutors/mentor. We would like to get your response to a few questions.

Name: **SUMMARY**

Phone: ---

Class: Bus. 36 - Fall 1993 **X** Bus. 40 - Fall 1993 **X**
Bus. 35 - Spring 1994 **X** Bus. 40 - Spring 1994 **X** **= 69 GRADUATES ONLY 25% CONTACTED= 20 RESPONSES**

Completed Program: **69** Withdrew: **11** Other:____

Did you continue taking classes? Yes **64%** No **20%**
If yes, where? **SOUTHWESTERN COLLEGE**

Did you continue taking classes in the same field? Yes **45%** No **36%**
If no, what field did you change to? **INT'L BUS., BUS. ADM., INFO. SYS.**

Are you currently working? Yes **59%** No **30%**
If yes, how many hours per week?____ **FULL-TIME = 25%**
PART-TIME = 35%

*Title of Position **CLERK-TYPIST/RECEPTIONIST**
Employer **COMPUTER SPECIALIST**
Wage/Salary **TEACHER AIDE**
MEDICAL OFFICE CLERK & COURT BUS. OFFICE

JOBS RELATED TO INSTRUCTION = 50%

If you are not working, are you seeking employment? Yes **31%** No **15%**

===

Questions regarding tutors and mentors:

On a scale of 1 to 10, how helpful were the tutors/mentors to you?
(1 is not very helpful; 10 is very helpful)

9.7
10 9 8 7 6 5 4 3 2 1

How knowledgeable were the tutors/mentors in their ability to help?

9.7
10 9 8 7 6 5 4 3 2 1

What other kinds of help could you have used during the semester?
MORE HELP WITH CERTAIN ASSIGNMENTS; ECONOMIC ASSISTANCE; TOUR THE CAREER AND TRANSFER CENTER; MORE HELP WITH COMPUTER SKILLS.

Do you have any suggestions to improve the program in the future?
PUBLICIZE ROP AND THESE PROGRAMS MORE; NEED MORE LAB TIMES; MORE TIME FOR WORDPERFECT; FEWER THINGS TO DO AND MORE TIME FOR EACH UNIT; INCREASE LENGHT OF PROGRAM; DEVELOP A SHORT SIMPLE INSTRUCTION BOOKLET FOR COMPUTERS; KEEP TUTORS; ALLOW MORE HANDS-ON [WORK EXPERIENCE]; OFFER CLASS EARLIER IN THE DAY.

APPENDIX D

STUDENT SURVEY ON THE PREFERRED NAME

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

VOCATIONAL COURSE QUESTIONNAIRE

Please mark the *three* most interesting programs from those listed below:

☐ Electronic Office Assistant
☐ Office Technology
☐ Information Clerk
☐ Business Office Assistant
☐ Automated Office Assistant
☐ Computer Office Assistant
☐ General Office Systems
☐ Administrative Support Specialist
☐ Computerized Office Assistant
☐ Word Processing Assistant

Would you be interested in enrolling in any of these courses? If your answer is yes, please sign your name.

Name____

VOCATIONAL COURSE QUESTIONNAIRE

Please mark the *three* most interesting programs from those listed below:

☐ Electronic Office Assistant
☐ Office Technology
☐ Information Clerk
☐ Business Office Assistant
☐ Automated Office Assistant
☐ Computer Office Assistant
☐ General Office Systems
☐ Administrative Support Specialist
☐ Computerized Office Assistant
☐ Word Processing Assistant

Would you be interested in enrolling in any of these courses? If your answer is yes, please sign your name.

Name____

APPENDIX E

BUS. 35 MODIFIED COURSE OUTLINE

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: Business

Origination Date: 12/85

Modification Date: 5/92; 5/93

Effective Date: Fall 1992

Course Designator and Number	Title	Units	Lec.	Lab
Business 35	General Office Clerk-Bilingual	12	9.5	7

Same as (other course(s) designator(s), ________ , ________

Grading Basis: Credit/No Credit Option

Prerequisite: Ability to speak Spanish and read, write, and speak English at the ESL 40 level or appropriate score on SEDPE exam. Typing at 20 wpm.

Corequisite:

Recommended Preparation:

Course Description & Scope: (50 words or less)
Upon program completion, the student can gain an entry-level position in a bilingual (Spanish/English) office. Topics include business English, employment testing & interviewing, keyboarding speed & accuracy, WordPerfect, microcomputer spreadsheet, bilingual telephone techniques, transcription, filing, human relations, and time management. A one-unit internship must also be completed to earn the certificate.

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by Instructor at Proficiency Level for a Grade of "C":

EMPLOYMENT TESTING & INTERVIEWING
Student will:

1. Take a sample general clerical civil service test, 50 minutes in length, answering questions with 65% accuracy, given lecture and instruction on test-taking techniques in the areas of vocabulary, grammar, spelling, reading comprehension, arithmetic and numerical relations and reasoning, and filing.

2. Turn in 80 vocabulary cards comparing homonyms and other indicated vocabulary, including on each the part of speech, pronunciation, a brief definition, and a sentence using the word.

3. Distinguish between word relationships and verbal analogies on a 20-item test with 65% accuracy.

4. Choose the proper grammar items on 10 weekly 20-item tests with 70% accuracy.

5. Answer reading comprehension questions on a 10-item test of 8 one-paragraph readings approximately 50 words in length with 70% accuracy.

6. Compare and file individual names and numbers correctly with 70% accuracy on a 20-item filing quiz with 70% accuracy.

7. Make calculations on a 20-item test of basic arithmetic and answer correctly with 70% accuracy.

8. Prepare a job application, cover letter, resume, and thank you letter, using proper wording and format with no errors.

9. Interview successfully for a clerical position as evaluated by a job interviewer by dressing appropriately, responding properly to interviewer's questions, asking pertinent questions about the job, and following up with a thank you letter.

10. Answer 16 common interview questions in writing and transfer to tape cassette responding appropriately, using good judgment, and using clear and grammatically correct sentences as evaluated by instructor.

11. Develop a plan for a personal wardrobe, coordinating color and style and choosing attire suitable for an office setting/interview after participating in a lecture given by a professional image consultant.

12. Pass a test on job search strategies, preparation of resume and employment letters, applications, and interview skills with 70% accuracy.

36 Hours - (4 hours/wk X 9 wks) (2 Units = 2 Lec.)
Based on Course Outline - Bus. 55 - Testing & Interviewing for Office Empl.
[1]Civil Service Review for 101 Clerical Jobs, U.S. Govt., 1992.

KEYBOARDING SPEED & ACCURACY
Student will:

1. Demonstrate ability to follow verbal and written instructions as evaluated on assignments completed with 70% accuracy.

2. Keyboard at a minimum rate of 30 gwpm on a 5-minute timed writing with no more than one error per minute.

3. Maintain speed and accuracy progress charts with 100% accuracy.

4. Demonstrate use of proper keyboarding technique by maintaining vision on copy, stroking with fingertips, keeping a basic rhythm, typing letter by letter.

5. Complete Cortez Peters Rhythm Drills with 70% accuracy.

6. Increase one-minute speed on ten diagnostic sentences by 5 wpm.

27 Hours - (3 hours/wk X 9 weeks) - (1 Unit = .5 Lec. 1 Lab)
Based on Course Outline - Bus. 73 - Keyboarding Speed & Accuracy
[2]Championship Typing Drills, Cortez Peters, Gregg/McGraw-Hill, 2nd Ed., 1988.

MICROCOMPUTER WORD PROCESSING - WORDPERFECT SOFTWARE

Student will:

1. Demonstrate ability to boot up a microcomputer and use system commands to format a disk.

2. Pass tests on microcomputer terminology and word processing concepts, functions, commands, and procedures with 70% accuracy.

3. Demonstrate mastery of WordPerfect software by completing lab assignments covering concepts listed below with 80% accuracy.

    a. Hardware & magnetic media care and selection.
    b. Text editing--enter text, cursor control, correct typing, spelling, and grammar errors, scroll, delete text, move blocks of copy.
    c. Format on screen and for printer--margins (left/right, top/bottom), justification, center, tabs, page length, page break, underline, line spacing, initial codes.
    d. Prepare multiple form letters and list files.
    e. Edit using reveal codes.
    f. Pagination, headers, footers.
    g. Searches.

27 Hours = (6 hours/wk X 4.5 weeks) (1 Unit = .5 Lec. 1 Lab)
Based on Course Outline - CIS 131 - Microcomputer Word Processing Software
[3]WordPerfect: A Practical Approach 5.0/5.1, Mary Alice Eisch, South-Western Publ. Co., 1992.

MICROCOMPUTER SPREADSHEET - LOTUS 1-2-3

Student will:

1. Perform spreadsheet editing through cursor control, entering of labels, numbers and functions, and file and print operations with 90% accuracy.

2. Design and create worksheets through use of options for format, title and column widths with 90% accuracy given a model spreadsheet.

3. Move and copy data on spreadsheets with range operations with 90% accuracy.

4. Perform data base sorts and query operations with 90% accuracy given no more than a 20-record data base including at least 5 fields per record.

5. Produce pie, bar, and line graphs from simple spreadsheets of no more than 20 rows by 29 columns with 90% accuracy.

27 Hours (6 hours/wk X 4.5 wks) (1 Unit = .5 Lec 1 Lab)
Based on Course Outline - CIS 132 - Microcomputer Spreadsheet Software
[4]Lotus 1-2-3 rel. 2.2 for Business, Ageloff, Course Technology

BUSINESS ENGLISH
Student will:

1. Pass 5 tests on the 7 parts of speech (nouns/pronouns; verbs/verb tense; adjectives/adverbs; prepositions; conjunctions/interjections) with 70% accuracy.

2. Turn in 80 vocabulary cards comparing homonyms and other indicated vocabulary, including on each the part of speech, pronunciation, a brief definition, and a sentence using the word.

3. Pass 8 weekly vocabulary/spelling quizzes with 70% accuracy.

4. Rewrite a final draft of a business letter edited with proofreading symbols using correct form for numbers, abbreviations, capitalization, word division and proper punctuation with 70% accuracy.

5. Pass 5 tests on punctuation (end punctuation; commas; semi-colon/colon; parenthesis; quotations marks; and special symbols.)

6. Pass a test on the four basic sentence patterns with 70% accuracy.

7. Pass 5 quizzes on common grammatical errors made by Spanish speakers with 70% accuracy.

8. Demonstrate ability to use the dictionary and other reference materials various lab assignments with 70% accuracy.

54 Hours (5 hours/wk X 10.5 wks.) (3 Units = 3 Lec.)
Based on Course Outline - Bus. 210 - Business English
[5]Business English Essentials, Mary Ellen Guffey, Kent Publishing Co., 3rd Ed.

OFFICE PROCEDURES - IN A MULTICULTURAL SETTING

The content of this section of the course is structured somewhat like our Office Procedures Course (Bus. 218); however, the units covered in Bus. 35 vary from Bus. 218. In Bus. 35 the overall content includes the areas of filing, mail processing, bilingual telephone/receptionist techniques, human relations in a multicultural setting, time/stress management, sexual harassment, DOS, and machine transcription and advanced WordPerfect for the electronic office in both English and Spanish. The content below is broken down in two segments--(1) Office Procedures in a Multicultural setting and (2) Keyboarding and Computer skills.

126 Hours (7 hours/wk X 18 wks.) (4 Units = 3 Lec. & 4 Lab)
The content is detailed as follows:

I. Office Procedures - 54 Hours

A. Bilingual Telephone and Receptionist Activities
Student will:
(1) Answer a call identifying self/department, screen call, assist caller as much as possible, use the caller's name and conclude call on a positive note as evaluated by instructor.

(2) Screen a call by asking for appropriate information from the caller using tactful phrasing, maintaining a positive, friendly attitude, assisting the caller as much as possible, and taking down all pertinent information on a telephone message pad as evaluated by instructor.

(3) Fill out a message slip in which the caller's message includes 2-4 important points taking all information neatly, concisely, with correct grammar and spelling with 90% accuracy.

(4) Compose and turn in 2 written telephone dialogs for a business office with at least 14 lines of conversation between caller and office worker, record the conversation on cassette tape, observing clarity in language and speaking, correct grammar, acceptable pronunciation, and proper telephone etiquette.

(5) Translate above telephone dialogs to Spanish and record on cassette, observing same guidelines.

(6) Pass a 50-item multiple choice, true/false, short answer test with 70% accuracy on telecommunications equipment, services, placing calls on hold, transferring, long distance calling, dealing with difficult callers and appropriate phrasing in screening calls and conducting business in both English and Spanish.

(7) Make appropriate introductions of visitors/principals in an office setting observing correct protocol and business etiquette.

(8) Fill out an appointment calendar manually or on computer with 100% accuracy given assignment on maintaining a calendar.

(9) Analyze a situation dealing with a difficult office visitor, use proper judgment and tact, patience, and interact in a professional manner as evaluated by instructor.

Materials: Telephone/Receptionist Techniques handouts
14 Hours

B. Mail Processing
Student will:

(1) Prepare an outline categorizing criteria for each class of domestic and international mail, defining current postal services, showing preparation of envelopes to meet postal requirements, and identifying postal equipment commonly used in offices with 70% accuracy, using proper outline format.

(2) Compose and type a well organized 1-2 page summary of mail distribution in an office in the community or at Southwestern College using proper formatting, grammar, spelling, and punctuation with 70% accuracy.

Materials: U.S. Postal Service Handouts on Domestic/Int'l. Mail
8 Hours

C. Filing
Student will:

(1) Pass a test of filing terminology and index, alphabetize, and code 24 personal and business names with 70% accuracy.

(2) Pass a test indexing, alphabetizing, and coding 24 personal and business names which contain numbers and roman numerals with 70% accuracy.

(3) Pass a test indexing, alphabetizing, and coding 24 personal and business names that contain hyphens and other symbols with 70% accuracy.

(4) Pass a test indexing, alphabetizing, and coding 24 identical personal and business names with 70% accuracy.

(5) Pass a quiz on cross referencing names of married women by coding and preparing a cross reference card for 5 women using various legal names.

Materials: Filing Handouts provided by instructor.
12 Hours

D. Human Relations and Ethics in a Multicultural Work Setting
Student will:

(1) Analyze 2 case studies involving attitude problems on the job and suggest alternative solutions that would be appropriate for the office environment as evaluated by instructor.

(2) Write a 1-2 page report on the importance of teamwork, cooperation, flexibility, loyalty, punctuality, and dependability in the office.

(3) Analyze 2 case studies involving ethical problems on the job and suggest alternative solutions that would be appropriate for the office environment as evaluated by instructor.

(4) Interact with classmates in a cooperative, friendly manner as required on the job as evaluated by instructor.

Materials: Handout cases taken from The Secretary and The Office and other similar magazines and journals.
10 Hours

E. Time and Stress Management
Student will:

(1) Develop a self-evaluation of his/her time management style and problems and identify 3-5 resolutions for future application as evaluated by instructor.

(2) Identify 10 top time robbers in the workplace and make at least 3 suggestions as to how these can be eliminated as evaluated by instructor.

(3) Prioritize daily work on the job using A-B-C approach to the order of importance of each activity as evaluated by instructor.

(4) Identify 4-6 psychological reasons for procrastination on the job and in one's personal life and suggest ways to overcome them in a 1-2 page report as evaluated by instructor.

Materials: Handouts, articles in Today's Secretary, The Office, and other related magazines.
6 Hours

F. Sexual Harassment & Assertiveness Training
Student will:

(1) Define Sexual Harassment according to the Fair Employment & Housing Commission regulations, identifying at least five offensive behaviors which fall under the definition in a paragraph with 70% accuracy as evaluated by instructor.

(2) Pass an objective test on employer obligation and liability, complaint procedure, and procedure for prevention of sexual harassment in the workplace with 70% accuracy.

(3) Develop a personal "Bill of Rights" identifying at least five personal and job rights with 70% accuracy as evaluated by instructor.

Materials: Pamphlet from State of Calif. Dept. of Fair Employment and Housing; Southwestern College Guidelines on Sexual Harassment
4 Hours

II. Keyboarding & Computing Skills - 72 Hours

A. Disk Operating System (MS DOS 5.0 or later release)
Student will:

(1) Demonstrate ability to perform loading and starting DOS procedures, format and copy diskettes, use disk and file operations with 70% accuracy as observed by instructor.

(2) Demonstrate ability to perform a variety of disk, directory and file display tasks and erase, move, and rename file tasks with 70% accuracy as observed by instructor.

(3) Perform a variety of DOS print techniques, backup and restore tasks, and copy and compare tasks with 70% accuracy as observed by instructor.

Materials: [6]Microsoft Disk Operating System Software. Handouts on DOS 5.0 or later release.
22 Hours

B. Advanced WordPerfect Functions in Spanish and English
Student will:

(1) Demonstrate mastery of advanced WordPerfect functions by completing lab assignments covering concepts listed below with 80% accuracy.

  a. Footnote and endnote documentation.
  b. Setting special tabs and using Indent features.
  c. Setting up newsletter columns.
  d. Setting up a table with various fonts and shading.
  e. Working with two documents.
  f. Set up macros for special characters and Spanish accents and other Spanish punctuation symbols.
  g. Access ASCII Spanish characters via keyboard.

Materials: WordPerfect: A Practical Approach 5.0/5.1, Mary Alice Eisch, Southwestern Publishing Co., 1992.
[7]WordPerfect Corporation. WordPerfect 5.1 Software.
22 Hours

C. Machine Transcription
Student will:

(1) Transcribe 16-24 Spanish and English business letters, memos, and short reports and type corresponding envelopes with 100% accuracy using mailability as main criteria.

(2) Take 2 timed production tests of 50 minutes each, using correct format, typing with accuracy, proper spelling, and appropriate grammar and vocabulary and endeavoring to produce at least 2 letters/memos/reports with 70% accuracy.

Materials: Transcription Cassette Series
28 Hours

54 Hours Office Procedures + 72 Hours Keyboarding/Computing Skills
Total Hours Office Procedures in a Multicultural Setting = 126

Core Content to be Covered in all Sections:

1. Approx. 12% (36 hours) of course - Employment Testing and Interviewing
Prepare resume, cover letter, application, practice interview skills; take sample tests required in civil service positions.

2. Approx. 10% (27 hours) of course - Keyboarding Speed & Accuracy
Develop speed and accuracy in keyboarding to achieve a minimum rate of 30 gwpm on a 5-minute timed writing with 1 error/minute allowance.

3. Approx. 10% (27 hours) of course - Microcomputer Word Processing
Demonstrate mastery of WordPerfect Basic Functions with 80% accuracy.

4. Approx. 10% (27 hours) of course-Microcomputer Spreadsheet-Lotus 1-2-3
Perform spreadsheet operations and produce pie, bar, and line graphs from simple spreadsheets with 90% accuracy.

5. Approx. 18% (54 hours) of course - Business English
Develop grammar, punctuation, proofreading, vocabulary, and business writing skills.

6. Approx. 40% (126 hours - Office Procedures in a Multicultural Setting)
54 Hours - Office Procedures in a Multicultural Setting
72 Hours - Keyboarding/Computing

Develop skills and knowledge in the area of office procedures and keyboarding and computing in preparation for an entry-level job.

Office Procedures in a Multicultural Setting - (54 Hours)
A. Bilingual Telephone & Receptionist Activities
B. Mail Processing
C. Filing
D. Human Relations & Ethics in Multicultural Work Setting
E. Time and Stress Management
F. Sexual Harassment & Assertiveness Training

Keyboarding & Computing Skills (72 Hours)
A. Introduction to Microsoft Disk Operating System (DOS)
B. Advanced WordPerfect for the Electronic Office
C. Machine Transcription of business letters and memos

Note: For Specific Details, See Instructor's Syllabus.

Method of evaluation to determine if objectives have been met by students: (Check all that apply)

Exams:

Essay	[x]	Class Activity	[x]	Written Assignments	[x]
Problem Solving Exs.	[x]				
Skill Demonstration	[x]				
Objective Test	[x]	Lab Activity	[x]	Oral Assignments	[x]
Quizzes:	[x]				

Other: Students will prepare an outline, perform test procedures on computer while being observed by instructor, go through an interview evaluated by local SWD job placement personnel, EDD representative, or other personnel representatives.

Instructional Methodology: (Check all that apply)

Lecture	[x]	Demonstration	[x]	Discussion	[x]
Audiovisual	[x]	Individual Assistance	[x]	Grp. Activity	[x]
Computer Assisted Instruction	[x]				

Requires a minimum of three (3) hours of work per unit, including class time [x]

Required and Major Optional Readings(s), Including Textbook(s) and Software: (Author--Last Name, First Name. Title. Location: Publisher, Year)

1. Civil Service Review for 101 U.S. Clerical Jobs, U. S. Government, 1992.

2. Peters, Cortez. Championship Typing Drills. Gregg/McGraw-Hill, 2nd Ed., 1988.

3. Eisch, Mary Alice. WordPerfect: A Practical Approach 5.0/5.1. South-Western Publ. Co., 1990.

4. Ageloff, Roy. Lotus 1-2-3 Rel. 2.2 for Business. Course Technology, 1991.

5. Guffey, Mary Ellen. Business English Essentials. Kent Publishing Co., 3rd Edition.

6. Microsoft Disk Operating System Software.

7. WordPerfect Corporation. WordPerfect 5.1 Software.

APPENDIX F

BUS. 36 MODIFIED COURSE OUTLINE

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: Business

Origination Date: Sept. 1990

Modification Date: 5/92; 10/93

Effective Date: Spring 1994

Course Designator and Number	Title	Units	Lec.	Lab
Business 36	Legal Office Clerk - Bilingual	12	9.5	7

GRADING BASIS: Credit/No Credit Option
PREREQUISITE: Ability to type 30 wpm.
RECOMMENDED PREPARATION: 71-99 score on ESL placement test. Spanish 221 or 230 or equivalent.

COREQUISITE:

Course Description & Scope: Course will train students to work in a legal office using word processing equipment and the WordPerfect 5.1 program. The student will also transcribe legal documents, correspondence, and forms. Legal office procedures, legal terminology and interpretation between client and attorney will also be emphasized. A one-unit internship must also be completed to earn the certificate. This course will be taught in both English and Spanish. Course covers content of - classes including BUS 223, BUS 226, BUS 229, and CIS 131. [T4].

Measurable Course Objectives and Minimum Standards for a Grade of "C":

1. Student will demonstrate ability to boot up a microcomputer and use system commands to format a disk.

2. Student will pass tests on microcomputer terminology and word processing concepts, functions, commands, and procedures with 70% accuracy.

3. Student will demonstrate mastery of WordPerfect software by completing legal forms, documents, and correspondence, lab assignments covering concepts listed below with 80% accuracy.

   a. Hardware & magnetic media care and selection.
   b. Text editing--enter text, cursor control, correct typing, spelling, and grammar errors, scroll, delete text, move blocks of copy.
   c. Format on screen and for printer--margins (left/right, top/bottom), line spacing, initial codes.
   d. Prepare multiple form letters and list files.
   e. Edit using reveal codes.
   f. Pagination, headers, footers.
   g. Searches.

4. Student will transcribe a legal document with 70% accuracy using reference manuals to determine correct format, vocabulary spelling, grammar and punctuation.

5. Student will transcribe ten legal documents including wills, contracts and settlement agreements using proper format and correct grammar, punctuation, spelling and vocabulary with 70% accuracy.

6. Student will transcribe ten court pleadings, including complaints, motions with points and authorities, stipulations orders and declarations using proper format and correct grammar, punctuation, spelling and vocabulary with 70% accuracy.

7. Student will proofread and make corrections to a legal document containing errors with 70% accuracy.

8. Student will pass a test transcribing a legal document in proper format at a minimum speed of 25 words per minute with 70% accuracy in correct grammar, punctuation, spelling and vocabulary.

9. Student will prepare a job application, cover letter, resume, and thank you letter, using proper wording and format with 100% accuracy.

10. Student will interview successfully for a clerical position as evaluated by a professional interviewer by dressing appropriately, responding properly to interviewer's questions, asking pertinent questions about the job, and following up with a thank you letter.

11. Student will answer 16 common interview questions in writing and transfer to tape cassette responding appropriately, using good judgment, and using clear and grammatically correct sentences as evaluated by interviewer.

12. Student will develop a plan for a personal wardrobe, coordinating color and style and choosing attire suitable for an office setting/interview after participating in a lecture given by a professional image consultant.

13. Student will pass a test on job search strategies, preparation of resume and employment letters, applications, and interview skills with 70% accuracy.

14. Student will analyze 2 case studies involving attitude problems on the job and suggest alternative solutions that would be appropriate for the legal office environment as evaluated by instructor.

15. Student will write a 1-2 page report on the importance of teamwork, cooperation, flexibility, loyalty, punctuality, and dependability in the legal office.

16. Student will analyze 2 case studies involving ethical problems on the job and suggest alternative solutions that would be appropriate for the legal office environment as evaluated by instructor.

17. Student will interact with classmates in a cooperative, friendly manner emulating behavior required on the job as evaluated by instructor.

18. Student will pass a test on cultural sensitivity focusing on Latinos, Pilipinos, Asians, African Americans, and other ethnic groups with large representations in our local community with 70% accuracy.

19. Student will develop a self-evaluation of his/her time management style and problems and identify 3-5 resolutions for future application as evaluated by instructor.

20. Student will identify 10 top time robbers in the workplace and make at least 3 suggestions as to how these can be eliminated as evaluated by instructor.

21. Student will prioritize daily work on the job using A-B-C approach to set each activity by order of importance as evaluated by instructor.

22. Student will identify 4-6 psychological reasons for procrastination on the job and/or in one's personal life and suggest ways to overcome them in a 1-2 page report as evaluated by instructor.

23. Student will define Sexual Harassment according to the Fair Employment & Housing Commission regulations, identifying at least five offensive behaviors which fall under the definition in a paragraph with 70% accuracy as evaluated by instructor.

24. Student will pass an objective test on employer obligation and liability, complaint procedure, and procedure for prevention of sexual harassment in the workplace with 70% accuracy.

25. Student will develop a personal assertiveness "Bill of Rights" identifying at least five personal and job rights with 70% accuracy as evaluated by instructor.

72 Hours = (4 hours/wk x 18 weeks) (2 Units = 1 Lec. 3 Lab) ROP Employment Training Series, handouts and current newspaper/magazine articles.

26. Student will identify terms from a legal terminology lost of 600 translated terms (600 English/600 Spanish) on weekly tests with 70% accuracy.

27. Student will identify from a list of 25 English legal abbreviations and their Spanish equivalents on a test with 70% accuracy.

28. Student will define designated vocabulary from a codicil/will translated in English and Spanish with 20 terms identified (10 English/10 Spanish), with 70% accuracy in each language.

29. Student will define designated vocabulary from a translated birth/marriage/death certificate with 20 terms identified (10 English/10 Spanish) with 70% accuracy in each language.

30. Student will define designated vocabulary from a translated export/import document with 20 terms identified (10 English/10 Spanish) with 70% accuracy in each language.

31. Student will define designated vocabulary from a translated court pleading--complaint/motion/affidavit--with 20 terms identified (10 English/10 Spanish) with 70% accuracy in either language.

32. Student will interpret from a 100-word dialogue accurately and score 70% on the exact interpretation of ten idiomatic expression in that dialogue.

33. Student will analyze the equivalent word in English or Spanish from a list of 50 false cognates with 70% accuracy on weekly quizzes.

34. Student will interpret to English or Spanish from a list of 50 idiomatic expressions with 70% accuracy.

35. Student will interpret from 20 orally dictated words in Spanish or English, each word within three seconds with 70% accuracy. The student will be standing and will not have the use of references during the dictation.

36. Student will interpret from 20 orally dictated words in Spanish or English, each word within three seconds with 70% accuracy of the total word count.

37. Student will paraphrase 10 designated words or phrases from a Spanish or English paragraph of approximately 50 words in length with 70% accuracy. Paraphrasing will be done in the same language in which the paragraph is written.

38. Student will read a newspaper or magazine article of approximately 50 to 100 words in length, then summary interpret the article with 70% accuracy of the total word count. The summary interpretation will include all major points in the article and convey all necessary information. The summary interpretation is done in the same language in which the article is written.

39. Student will interpret simultaneously a mock trial dialogue of approximately 400 words with 70% accuracy from English to Spanish and from Spanish to English.

40. Student will interpret simultaneously a tape recording of the Miranda Rights with 70% accuracy of the total word count from English or Spanish.

41. Student will be able to differentiate between the various branches that make up the court systems of California and the United States on an objective written test at 70% accuracy.

42. Student will identify discovery documents and draft and edit Interrogatories and Notice of Deposition using proper format and correct terminology, punctuation and spelling with 70% accuracy.

43. Student will define and explain legal terminology by correctly matching, without the aid of references, legal terms with appropriate definitions at 70% accuracy.

44. Student will analyze and determine correct response dates for legal matters utilizing a calendar on applications test with 70% accuracy.

45. Student will correctly organize and format legal documents by preparing Verifications, a Complaint, a Summons, a Document Control Sheet, a Proof of Service, Subpoenas, a Will and a Notice to Quit, using materials and infomation provided in class, as required by the courts.

46. Student will explain in writing the necessary steps in filing and serving legal documents, with a minimum 70% accuracy.

47. Student will compose and correctly prepare correspondence sent to the court or to attorneys that are normally prepared by legal secretaries with 70% accuracy.

48. Student will apply general legal research techniques and demonstrate the ability to identify and correctly write legal citations, as required by the legal system with 70% accuracy.

49. Student will demonstrate an understanding of course concepts by competing class quizzes with 70% accuracy.

50. Student will pass an objective test on civil litigation prodecures and San Diego County Superior Court Local Rules with 70% accuracy.

51. Student will demonstrate a professional attitude, exhibited by attending class and turning assignments in on time and the ability to handle many routine duties necessary to fill a responsible position in a legal office, as evaluated by instructor.

52. Student will answer an incoming call by the second ring communicating all necessary information and concluding the call on a positive note evaluated by standards set by the instructor.

53. Student will use tactful and positive phrases in telephone conversations, English or Spanish communicating all necessary information evaluated by standards measured by the instructor.

54. Student will fill out all parts of a legal office register properly communicating all information in writing with 90% accuracy.

55. Student will prepare a written itinerary by gathering information in a telephone conversation evaluated by standards set by the instructor.

56. Student will answer a written essay test on basic telephone equipment, service, and proper telephone techniques correctly with a minimum of 70% accuracy.

57. Student will answer three incoming calls properly communicating in English or Spanish evaluated by standards set by instructor.

58. Student will interpret conversations into English or Spanish for callers. Interpretation skills to be evaluated by standards set by instructor.

59. Student will correctly fill in an appointment log used in legal offices with 70% accuracy.

60. Student will introduce clients to employer in English or Spanish, observing correct business etiquette and protocol, properly communicating all necessary information evaluated by standards set by the instructor.

61. Student will follow 20 oral instructions given on a cassette tape with 90% accuracy.

62. Student will create a card file using a procedure commonly used in legal offices with 90% accuracy.

63. Student will schedule appointments for each boss/principal by inputting information on a computerized calendar with 100% accuracy.

64. Student will analyze 5 legal case situations and explain how to respond tactfully and appropriately in each situation with 80% accuracy.

72 Hours = (4 hours/wk x 18 weeks) (3 Units = 3 Lec. 1 Lab.)
Note: Part A based on Course Outline for Legal Office Prodedure I.

Core Content to be Covered in all Sections:

1. Approx. 20% of course - Word Processing and Transcription Demonstrate mastery of WordPerfect basic functions and apply skill to transcription of legal forms and documents.

2. Approx. 25% of course - Working in a multicultural setting including employment preparation, human relations and cultural sensitivity, time/stress management, sexual harass-ment and assertiveness training - Develop skill in gaining employment and working in a multicultural environment.

3. Approx. 18% of course - Bilingual Legal Terminology (Spanish/English) - Develop legal vocabulary in both languages. Be able to recognize, spell, and use terminology in context.

4. Approx. 12% of course - Spanish/English Interpretation - Develop interpretation tools and proper techniques to interpret between attorney and client.

5. Approx. 25% of course - Legal Office Procedures I -Develop understanding of California judicial system, local court requirements and documentation and procedures required by the legal system. Acquire proper telephone and reception techniques.

Note: For specific details, see Instructor's Syllabus
Method of evaluation to determine if objectives have been met by students:

Exams:			
Essay	[x]	Class Activity	[x]
Problem Solving Exs.	[x]	Written Assignment	[x]
Skill Demonstration	[x]	Lab Activity	[x]
Objective Test	[x]	Oral Assignment	[x]
Quizzes:	[x]		

Other: Students will perform an internship of 60 voluntary or 75+ paid hours in a clerical position and will be evaluated by a supervisor as well as by the instructor based on accomplishments of job objectives.

Instructional Methodology: (Check all that apply)

Lecture	[x]	Demonstration	[x]	Discussion	[x]
Audiovisual	[x]	Indiv. Assistance	[x]	Grp. Activity	[x]

Computer Assisted Instruction [x]

Requires a minimum of three (3) hours of work per unit, including class time [x]

Required and Major Optional Reading(s), Including Textbook(s) and Software: (Author--Last Name, First Name. Title. Location: Publisher, year)

Morton. Legal Secretarial Procedures. Prentice-Hall, 1992.

Stacy. WordPerfect Quickstart. South-Western Publ., 1993.

Eisch. WordPerfect A Practical Approach 5.0/5.1. South-Western Publ. Co 1990

Williams. University of Chicago Spanish-English Dictionary. University of Chicago, 1987.

Frankenthaler. Skills for Bilingual Legal Personnel. Scott-Foresman, 1982.

Roderick. Legal Studies to Wit: Basic Legal Terminology and Transcription. South-Western Publishing Co., 1990.

Teacher prepared handouts as well as newspaper and magazine articles on related topics.

APPENDIX G

2-UNIT INTERPRETATION/TRANSLATION COURSES AND THE 3-UNIT MEDICAL TERMINOLOGY/BILINGUAL COURSE

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

NEW/MODIFIED/ACTIVATED/INACTIVATED COURSE

Division: BUSINESS Date FEB.15,1994

Course Designator: BUS 225A

Title: TRANSLATION: GENERAL BUSINESS

Same as (other course(s) designator(s), __________, __________

Effective: Catalog Year 1995 Faculty Originator:IRMA ALVAREZ

New Course ☐ Course Classification Code: _____

Course Modification* ☒ SAM Classification Code: _____

Inactivate Course ☐ Activate Course ☐

Requires Board Approval:
Units of Credit From: 3 To: 2
Lecture Hours From: 3 To: 2
Laboratory Hours From: To:
Degree Status From: To:

Prerequisite ☐ (attach change)
Corequisite ☐ (attach change)

Course Designator ☒
From:BUS 225
To:BUS 225A

Board Approval Not Required:
Course Description ☒
Grading Basis ☐
Recommended Preparation ☒

Title ☒
From:TRANSLATION: BUS, LGL, MED
To:TRANSLATION: GENERAL BUSINESS

Other:

Rationale for Modification or Activation or Inactivation: To offer students more time and focused translation study in their major field of interest, business, medical, or legal.

*NOTE: Attach new or modified course outline for all course modifications

__________________ ________
Division Dean Date

__________________ ________
Vice President for Academic Affairs Date

__________________ ________
Academic Senate Vice President Date

Instructional Office Use Only:
Approved by:
C & I Sub A Date _______
C & I Committee Date _______
Governing Board Date _______
Catalog Number Date _______

I-17 (R 11/92)

GENERAL INFORMATION

A. Need for course Students are now specializing in specific areas of translation and interpretation especially as our community becomes more internationalized in business, legal, and medical fields.

B. Specific student population for whom this course is designed Bilingual (Spanish/English) students interested in working in business, hospitals, clinics, or legal offices.

C. Parallel courses offered elsewhere in: **(MUST BE COMPLETED)**

(a) Community Colleges

Course Title	College
Business Spanish	Imperial Valley College

(b) Four-Year Institutions

Course Title	College/University
Business Spanish	San Diego State University
Trans. Certif. Courses	San Diego State University

For vocational courses only:
Recommended by Advisory Committee: Yes [x] No [ ]

D. Scheduling Characteristics:
Fall [ ] Spring [ ] Variable [x]

E. Check one: Degree applicable [x] Non Degree applicable [ ]

F. Course Challengeable by Exam: Yes [x] No [ ]
If no, rationale:

G. Graduation Requirements
Recommended for:

1. Plan A--General Education Requirements for the Associate Degree [ ]
   Under
2. Plan B--General Education Breadth Requirements, California State University [ ]
   Under
3. IGETC UC/CSU General Education Breadth Requirements, University of California [ ]
   Under

H. Transferability

1. Recommended for California State University (course number must be three digits) [ ]
2. Recommended for University of California (course number must be three digits) [ ]
3. Non Transferable (course number must be two digits) [ ]
4. 295 course Transferable [ ] Non Transferable [ ]

I. FSA (Faculty Service Area Number) 0 0 8
Language Arts

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: BUSINESS

Origination Date: 3/75

Modification Date: 11/91;3/94

Effective Date: FALL 1995

Course Designator and Number	Title	Units	Lec.	Lab.
BUS 225A	TRANSLATION: BUSINESS	2	2	

Same as (other course(s) designator(s), ________ , ________

Grading Basis: CR/NC OPTION

Prerequisite:

Corequisite:

Recommended Preparation: ENGLISH 60 OR BUSINESS 210 ; SPAN 220 OR 221 OR EQUIVALENT

Course Description & Scope: (50 words or less) A course designed to introduce students to the skills and techniques of translation (Spanish/English) in the field of business including correspondence, documents. Cultural sensitivity and ethics as related to business will be discussed.

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by Instructor, at 70% Proficiency for a Grade of "C":

1. Student will name each part of the business letter in both English and Spanish and identify the differences in formats from one language to the other on a test with 70% accuracy.

2. Student will properly accentuate words in the context of a Spanish business letter or a document with 70% accuracy.

3. Student will apply appropriate mechanics - capitalization, numbers, abbreviations, word division, and punctuation - to both an English and a Spanish business document with 70% accuracy.

4. Student will translate the main ideas in business letters (2 from English and 2 from Spanish) with 70% accuracy.

5. Student will translate 4 business documents (2 from English and 2 from Spanish) such as a rental agreement, contract, birth certificate or other documents with 70% accuracy in translation of ideas and mechanics.

6. Student will translate 50 English/Spanish idiomatic expressions, false cognates, and business terms used in the context of business letters and documents with 70% accuracy.

7. Student will identify and correct basic English and Spanish grammar items on a 30-50 point grammar test with 70% accuracy.

8. Student will pass mock test for ATA translator certification with 70% accuracy.

9. Student will pass a theory test on cultural sensitivity as related to international business with 70% accuracy.

10. Student will pass a theory test on ethics, policies, and procedures as related to the field of interpretation in a business context with 70% accuracy.

11. Student will identify major Spanish speaking countries and regions, and their monetary units with 70% accuracy.

Core Content to be Covered in all Sections:

1. Approximate 5 % of course

2. Approximate 10 % of course

3. Approximate 10 % of course

4. Approximate 10 % of course

5. Approximate 10 % of course

6. Approximate 10 % of course

7. Approximate 10 % of course

8. Approximate 10 % of course

9. Approximate 10 % of course

10. Approximate 10 % of course

11. Approximate 5 % of course: Supplemental

NOTE: For Specific Details, See Instructor's Syllabus.

Method of evaluation to determine if objectives have been met by students:
(Check all that apply)

Exams:
- Essay [X]
- Problem Solving Exercise [X]
- Skill Demonstration [X]
- Objective Test [X]

Class Activity [X]

Lab Activity [X]

Written Assignments [X]

Oral Assignments [X]

Quizzes [X]

Other ______________________________

Instructional Methodology: (Check all that apply)

Lecture [X]

Audiovisual [X]

Demonstration [X]

Individual Assistance [X]

Discussion [X]

Group Activity [X]

Computer Assisted Instruction [ ]

Requires a minimum of three (3) hours of work per unit, including class time [X]

Other ______________________________

Required and Major Optional Reading(s), Including Textbook(s) and Software: (Author-last name, first name. Title.
Location: Publisher, Year)

DOYLE, M., T.B. FRYER, R. CERE. EXITO COMERCIAL - PRACTICAS Y CONTEXTOS CULTURALES. FLORIDA: HOLT, RINEHART, AND WINSTON, INC. 1991.

DOYLE, M., T.B. FRYER, R. CERE. EXITO COMERCIAL: CUADERNO DE CORRESPONDENCIA Y DOCUMENTOS COMERCIALES. 1991.

PERSPECTIVAS., Florence, Mass., Educational News Service, 1994.

0; SLM 0; SRM 0; EXIT;

NEW/MODIFIED/ACTIVATED/INACTIVATED COURSE

Division: **Business** Date **February 15, 1994**

Course Designator: **BUS 225B**

Title: **Translation: Medical**

Same as (other course(s) designator(s), ______, ______

Effective: Catalog Year **1995** Faculty Originator: **Parsons, R.**

New Course [ ]

Course Modification* [**X**]

Inactivate Course [ ]

Course Classification Code: ______

SAM Classification Code: ______

Activate Course [ ]

Requires Board Approval:

Units of Credit	From: **3**	To: **2**
Lecture Hours	From: **3**	To: **2**
Laboratory Hours	From:	To:
Degree Status	From:	To:

Prerequisite [ ] (attach change)
Corequisite [ ] (attach change)

Course Designator [ ]
From: **BUS 225**
To: **BUS 225B**

Board Approval Not Required:

Course Description	[**X**]
Grading Basis	[ ]
Recommended Preparation	[**X**]

Title [**X**]
From: **Translation: Bus,Lgl,Med**
To: **Translation: Medical**

Other:

Rationale for Modification or Activation or Inactivation: **To offer students more time and focused interpretation study in their major field of interest, business, legal, or medical.**

*NOTE: Attach new or modified course outline for all course modifications

Division Dean ______ Date ______

Vice President for Academic Affairs ______ Date ______

Academic Senate Vice President ______ Date ______

Instructional Office Use Only:
Approved by:

C & I Sub A Date ______
C & I Committee Date ______
Governing Board Date ______
Catalog Number Date ______

I-17 (R 11/92)

GENERAL INFORMATION

A. Need for course Students are now specializing in specific areas of translation and interpretation especially on our community becomes more internationalized in the business, legal, and medical fields.

B. Specific student population for whom this course is designed Bilingual (Spanish/English) students interested in working in Business, hospitals, clinics, or legal offices.

C. Parallel courses offered elsewhere in: **(MUST BE COMPLETED)**

(a) Community Colleges

Course Title	College

(b) Four-Year Institutions

Course Title	College/University
Medical Terminology-Span	UCSD
Medical Terminology-Span	SDSU

(c) Private Institutions

Course Title	College
	Monterey School of Language

For vocational courses only:
Recommended by Advisory Committee: Yes [X] No [ ]

D. Scheduling Characteristics:
Fall [ ] Spring [ ] Variable [ ]

E. Check one: Degree applicable [X] Non Degree applicable [ ]

F. Course Challengeable by Exam: Yes [ ] No [ ]
If no, rationale:

G. Graduation Requirements
Recommended for:
1. Plan A--General Education Requirements for the Associate Degree [ ]
Under
2. Plan B--General Education Breadth Requirements, California State University [ ]
Under
3. IGETC UC/CSU General Education Breadth Requirements, University of California [ ]
Under

H. Transferability
1. Recommended for California State University (course number must be three digits) [ ]
2. Recommended for University of California (course number must be three digits) [ ]
3. Non Transferable (course number must be two digits) [ ]
4. 295 course Transferable [ ] Non Transferable [ ]

I. FSA (Faculty Service Area Number) 0 0 8

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: BUSINESS

Origination Date: 3/75

Modification Date: 2/94

Effective Date: FALL 1995

Course Designator and Number	Title	Units	Lec.	Lab.
BUS 225B	TRANSLATION: MEDICAL	2	2	

Same as (other course(s) designator(s), ________ , ________

Grading Basis: **CR/NC OPTION**

Prerequisite: **NONE**

Corequisite:

Recommended Preparation: **ENG 60 OR BUS 210, SPAN 220, 221, OR EQUIVALENT**

Course Description & Scope: (50 words or less) A course designed to introduce students to the skills and techniques of translating (English/Spanish) medical reports, correspondence, and consent forms for medical procedures, with discussion of cultural sensitivity and ethics as related to the medical field.

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by Instructor, at 70% Proficiency for a Grade of "C":

1. Student will define, correctly spell and translate into either English or Spanish, medical terms and expressions related to each body system and score 70% on weekly terminology quizzes.

2. Student will define, and correctly spell diseases, disorders and diagnoses by body system and/or medical speciality in the context of medical documents in both English and Spanish with 70% accuracy.

3. Student will translate common medical abbreviations to medical words and words to abbreviations, from both English and Spanish, with 70% accuracy.

4. Student will apply English/Spanish language rules and guidelines to translate medical documents, using correct punctuation, capitalization, spelling, word division, and grammar, with 70% accuracy.

5. Student will translate the main ideas in four medical reports (2 English, and 2 Spanish), with 70% accuracy.

6. Student will student will translate consent forms, certificates, doctor's orders or letters (2 English, and 2 Spanish), with 70% accuracy.

7. Student will pass a theory test on cultural sensitivity, based on lecture and readings, with 70% accuracy.

8. Student will pass a theory test on ethical and legal policies and procedures, as related to the field of medicine, with 70% accuracy.

9. Student will demonstrate skill in the use of medical references by locating a list of medical words in a medical dictionary with 70% accuracy.

10. Student will pass a mock test of medical translator, based on California State guidelines, with 70% accuracy.

Core Content to be Covered in all Sections:

1. Approximate 10 % of course

2. Approximate 10 % of course

3. Approximate 10 % of course

4. Approximate 10 % of course

5. Approximate 10 % of course

6. Approximate 10 % of course

7. Approximate 10 % of course

8. Approximate 10 % of course

9. Approximate 10 % of course

10. Approximate 10 % of course

11. Approximate 10 % of course: Supplemental

NOTE: For Specific Details, See Instructor's Syllabus.

Method of evaluation to determine if objectives have been met by students:
(Check all that apply)

Exams:
- Essay [x]
- Problem Solving Exercise [x]
- Skill Demonstration [x]
- Objective Test [x]

Class Activity [x]

Lab Activity [x]

Written Assignments [x]

Oral Assignments [x]

Quizzes [x]

Other ______________________________

Instructional Methodology: (Check all that apply)

Lecture [x]

Audiovisual [x]

Demonstration [x]

Individual Assistance [x]

Discussion [x]

Group Activity [x]

Computer Assisted Instruction [x]

Requires a minimum of three (3) hours of work per unit, including class time [x]

Other ______________________________

Required and Major Optional Reading(s), Including Textbook(s) and Software: (Author-last name, first name. Title.
Location: Publisher, Year)

Ehrlich, Ann. Medical Terminology for Health Professionals, 2nd Edition. Delmar Publishers, Inc.

Herrera, Onyria. Spanish-English Medical Dictionary, 1st Edition. McElroy, Ph.D, Lola L. Grabb, M.A, Little, Brown and Company.

NEW/MODIFIED/ACTIVATED/INACTIVATED COURSE

Division: BUSINESS Date FEB 15,1994

Course Designator: BUS 225C

Title: TRANSLATION: LEGAL

Same as (other course(s) designator(s),__________, __________

Effective: Catalog Year 1995 Faculty Originator:ALVA SANDS

New Course [ ]	Course Classification Code: _____
Course Modification* [X]	SAM Classification Code: _____
Inactivate Course [ ]	Activate Course [ ]

Requires Board Approval:

Units of Credit	From: 3	To: 2	Prerequisite [X] (attach change)
Lecture Hours	From: 3	To: 2	Corequisite [ ] (attach change)
Laboratory Hours	From:	To:	
Degree Status	From:	To:	Course Designator [X] From:BUS 225 To:BUS 225C

Board Approval Not Required:

Course Description	[X]	Title [X] From:TRANSLATION: BUS,LGL,MED
Grading Basis	[ ]	To:TRANSLATION: LEGAL
Recommended Preparation	[X]	

Other:

Rationale for Modification or Activation or Inactivation: To offer students more time and focused translation study in their major field of interest, business, medical, or legal.

*NOTE: Attach new or modified course outline for all course modifications

________________ ________
Division Dean Date

________________ ________
Vice President for Academic Affairs Date

________________ ________
Academic Senate Vice President Date

Instructional Office Use Only:
Approved by:

C & I Sub A Date _______
C & I Committee Date _______
Governing Board Date _______
Catalog Number Date _______

I-17 (R 11/92)

GENERAL INFORMATION

A. Need for course Students are now specializing in specific areas of translation and interpretation especially in the business, legal, and medical fields.

B. Specific student population for whom this course is designed Bilingual (Spanish/English) students interested in working in business, hospitals, clinics or legal offices.

C. Parallel courses offered elsewhere in: **(MUST BE COMPLETED)**

(a) Community Colleges

Course Title	College
LEGAL INTERPRET/TRANSLATION	Rio Hondo Community College
LEGAL INTERPRET/TRANSLATION	Monterey Inst.Language Study

(b) Four-Year Institutions

Course Title	College/University
TRANSLATION/INTERPRETATION	San Diego State University
INTERPRETER/TRANSLATOR CERTIFICATE PROGRAM	University of California SD Extended Studies

For vocational courses only:
Recommended by Advisory Committee: Yes [x] No [ ]

D. Scheduling Characteristics:
Fall [ ] Spring [ ] Variable [x]

E. Check one: Degree applicable [x] Non Degree applicable [ ]

F. Course Challengeable by Exam: Yes [x] No [ ]
If no, rationale:

G. Graduation Requirements
Recommended for:

1. Plan A--General Education Requirements for the Associate Degree [x]
   Under
2. Plan B--General Education Breadth Requirements, California State University [ ]
   Under
3. IGETC UC/CSU General Education Breadth Requirements, University of California [ ]
   Under

H. Transferability

1. Recommended for California State University [ ]
   (course number must be three digits)
2. Recommended for University of California [ ]
   (course number must be three digits)
3. Non Transferable [ ]
   (course number must be two digits)
4. 295 course Transferable [ ] Non Transferable [ ]

I. FSA (Faculty Service Area Number) 0 0 8

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: BUSINESS

Origination Date: 3/75

Modification Date: 11/91;3/94

Effective Date: SPRING 1995

Course Designator and Number	Title	Units	Lec.	Lab.
225C	TRANSLATION: LEGAL	2	2	

Same as (other course(s) designator(s), __________, __________

Grading Basis:CR/NC OPTION

Prerequisite:ENGLISH 60 OR BUS 210; SPAN 220 OR 221 OR EQUIVALENT

Corequisite:

Recommended Preparation:

Course Description & Scope: (50 words or less) A course designed to introduce students to the skills and techniques of translation of legal correspondence and documents and sight translation with the discussion of cultural sensitivity and ethics as related to the legal field.

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by Instructor, at 70% Proficiency for a Grade of "C":

1. Student will name each part of a legal letter in both English and Spanish and identify the differences in formats from one language to the other on a test with 70% accuracy.

2. Student will apply appropriate mechanics, capitalization, numbers, abbreviations, word-division, accentuation, and punctuation - to both an English and a Spanish legal document with 70% accuracy.

3. Student will translate the main ideas in legal letters (2 from English and 2 from Spanish) with 70% accuracy.

4. Student will translate 4 business legal documents (2 from English and 2 from Spanish) such as a rental agreement, contract, birth certificate or other documents with 70% accuracy in translation of ideas and mechanics.

5. Student will translate 20 English/Spanish idiomatic expressions commonly found in legal correspondence with 70% accuracy.

6. Student will act as conference interpreter in 2 two-minute dialogues (1 English/1 Spanish) with 70% accuracy.

7. Student will consecutively interpret a tape recording of two legal dialogues (1 English/1 Spanish) using correct terminology and phrasing with 70% accuracy.

8. Student will simultaneously interpret a two-minute tape recording of a legal dialogue using correct terminology and phrasing with 70% accuracy.

9. Student will pass a mock-test of based on California State interpreter certification guidelines with 70% accuracy.

10. Student will pass a theory test on cultural sensitivity based on lecture and readings with 70% accuracy.

11. Student will pass a theory test on ethics, policies and procedures as related tot he filed of legal interpretation with 70% accuracy.

Core Content to be Covered in all Sections:

1. Approximate 10 % of course

2. Approximate 10 % of course

3. Approximate 10 % of course

4. Approximate 10 % of course

5. Approximate 10 % of course

6. Approximate 10 % of course

7. Approximate 10 % of course

8. Approximate 10 % of course

9. Approximate 10 % of course

10. Approximate 5 % of course

11. Approximate 5 % of course: Supplemental

NOTE: For Specific Details, See Instructor's Syllabus.

Method of evaluation to determine if objectives have been met by students:
(Check all that apply)

Exams:
  Essay [x]
  Problem Solving Exercise [x]
  Skill Demonstration [x]
  Objective Test [x]

Class Activity [x]

Lab Activity [x]

Written Assignments [x]

Oral Assignments [x]

Quizzes [x]

Other ____________________

Instructional Methodology: (Check all that apply)

Lecture [x]

Audiovisual [x]

Demonstration [x]

Individual Assistance [x]

Discussion [x]

Group Activity [x]

Computer Assisted Instruction [x]

Requires a minimum of three (3) hours of work per unit, including class time [x]

Other ____________________

Required and Major Optional Reading(s), Including Textbook(s) and Software: (Author-last name, first name. Title. Location: Publisher, Year)

NEW/MODIFIED/ACTIVATED/INACTIVATED COURSE

Division: BUSINESS Date MAR 1,1994

Course Designator: BUSINESS 226A

Title: INTERPRETATION: GENERAL BUSINESS

Same as (other course(s) designator(s),__________, __________

Effective: Catalog Year 1995 Faculty Originator: IRMA ALVAREZ

New Course [ ] Course Classification Code: _____

Course Modification* [X] SAM Classification Code: _____

Inactivate Course [ ] Activate Course [ ]

Requires Board Approval:

Units of Credit	From:	3	To:	2
Lecture Hours	From:	3	To:	2
Laboratory Hours	From:		To:	
Degree Status	From:		To:	

Prerequisite [ ] (attach change)
Corequisite [ ] (attach change)

Course Designator [X]
From: BUS 226
To: BUS 226A

Board Approval Not Required:
Course Description [X]
Grading Basis [ ]
Recommended Preparation [X]

Title [X]
From: INTERPRETATION: BUS,MED,LGL
To:INTERPRETATION:GENERAL BUSINESS

Other:

Rationale for Modification or Activation or Inactivation: To offer students more time and focused interpretation study in their major field of interest, business, legal, or medical.

*NOTE: Attach new or modified course outline for all course modifications

________________ ________
Division Dean Date

________________ ________
Vice President for Academic Affairs Date

________________ ________
Academic Senate Vice President Date

Instructional Office Use Only:
Approved by:

C & I Sub A Date _______

C & I Committee Date _______

Governing Board Date _______

Catalog Number Date _______

I-17 (R 11/92)

GENERAL INFORMATION

A. Need for course Students are now specializing in specific areas of translation and interpretation especially as our community becomes more internationalized in business, legal, and medical fields.

B. Specific student population for whom this course is designed Bilingual (Spanish/English) students interested in working in business, hospitals, clinics, or legal offices.

C. Parallel courses offered elsewhere in: **(MUST BE COMPLETED)**

(a) Community Colleges

Course Title	College
BUS SPANISH	IMPERIAL VALLEY COLLEGE

(b) Four-Year Institutions

Course Title	College/University
BUS SPANISH	SAN DIEGO STATE UNIVERSITY
Interpreter Certificate	SDSU - Imperial Valley Campus

For vocational courses only:
Recommended by Advisory Committee: Yes [X] No [ ]

D. Scheduling Characteristics:
Fall [ ] Spring [ ] Variable [X]

E. Check one: Degree applicable [X] Non Degree applicable [ ]

F. Course Challengeable by Exam: Yes [X] No [ ]
If no, rationale: ______

G. Graduation Requirements
Recommended for:
1. Plan A--General Education Requirements for the Associate Degree [ ]
Under ______
2. Plan B--General Education Breadth Requirements, California State University [ ]
Under ______
3. IGETC UC/CSU General Education Breadth Requirements, University of California [ ]
Under ______

H. Transferability
1. Recommended for California State University (course number must be three digits) [ ]
2. Recommended for University of California (course number must be three digits) [ ]
3. Non Transferable (course number must be two digits) [ ]
4. 295 course Transferable [ ] Non Transferable [ ]

I. FSA (Faculty Service Area Number) 0 0 8

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: BUSINESS

Origination Date: 2/82

Modification Date: 11/91,3/94

Effective Date: FALL 1995

Course Designator and Number	Title	Units	Lec.	Lab.
BUS 226A	INTERPRETATION: GENERAL BUSINESS	2	2	

Same as (other course(s) designator(s), ______ , ______

Grading Basis: CREDIT / NO CREDIT OPTION

Prerequisite:

Corequisite:

Recommended Preparation: ENG 60 OR BUS 210 AND SPAN 220 or 221 or equivalent

Course Description & Scope: (50 words or less) A course designed to introduce students to the techniques of interpreting on a general business context including consecutive, simultaneous, summary, and conference interpreting and sight translation. Cultural sensitivity and ethics as related to business will be discussed.

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by Instructor, at 70% Proficiency for a Grade of "C":

1. Student will interpret 50 false cognates, idiomatic expressions and terms used in a business context to English or Spanish with 70% accuracy.
2. Student will interpret 25 dictated business terms or phrases in Spanish and English, within 3 seconds without use of references with 70% accuracy.
3. Student will sight translate two export/import documents (1 English/ 1 Spanish) correctly interpreting export/import terminology with 70% accuracy.
4. Student will summary interpret two 50 to 100 word business dialogues (1 English/1 Spanish) with 70% accuracy.
5. Student will act as conference interpreter in 2 two-minute business dialogues (1 English/1 Spanish) with 70% accuracy.

6. Student will consecutively interpret two 2-minute business dialogues (1 English/1 Spanish) using correct terminology and phrasing with 70% accuracy.

7. Student will simultaneously interpret two 2-minute business dialogues (1 English/1 Spanish) using correct terminology and phrasing with 70% accuracy.

8. Student will pass a mock-test of interpreter certification based on Calif. State guidelines with 70% accuracy.

9. Student will pass a theory test on ethics, policies, and procedures as related to the field of interpretation in the context of business with 70% accuracy.

10. Student will pass a theory test on cultural sensitivity as related to international business with 70% accuracy.

Core Content to be Covered in all Sections:

1. Approximate 10 % of course

2. Approximate 10 % of course

3. Approximate 10 % of course

4. Approximate 10 % of course

5. Approximate 10 % of course

6. Approximate 10 % of course

7. Approximate 10 % of course

8. Approximate 10 % of course

9. Approximate 10 % of course

10. Approximate 10 % of course

11. Approximate _____ % of course: Supplemental

NOTE: For Specific Details, See Instructor's Syllabus.

Method of evaluation to determine if objectives have been met by students:
(Check all that apply)

Exams:
Essay [X]
Problem Solving Exercise [X]
Skill Demonstration [X]
Objective Test [X]

Class Activity [X]
Lab Activity [X]

Written Assignments [X]
Oral Assignments [X]

Quizzes [X]

Other ______________________________

Instructional Methodology: (Check all that apply)

Lecture [X]
Audiovisual [X]

Demonstration [X]
Individual Assistance [X]

Discussion [X]
Group Activity [X]

Computer Assisted Instruction [ ]

Requires a minimum of three (3) hours of work per unit, including class time [X]

Other ______________________________

Required and Major Optional Reading(s), Including Textbook(s) and Software: (Author-last name, first name. Title.
Location: Publisher, Year)

DOYLE, M., T.B. FRYER, R. CERE. EXITO COMERCIAL - PRACTICAS ADMINISTRATIVAS Y CONTEXTOS CULTURALES. FLORIDA: HOLT, RINEHART, and WINSTON, INC.

DOYLE, M., T.B. FRYER, R. CERE. EXITO COMERCIAL: CUADERNO DE CORRESPONDENCIA Y DOCUMENTOS COMERCIALES.

PERSPECTIVAS, Florence, Mass., Educational News Services, 1994.

NEW/MODIFIED/ACTIVATED/INACTIVATED COURSE

Division: BUSINESS

Date February 15, 1994

Course Designator: BUS 226B

Title: Interpretation: Medical

Same as (other course(s) designator(s), __________, __________

Effective: Catalog Year 1995

Faculty Originator: Parsons, R.

New Course [ ]

Course Modification* [X]

Inactivate Course [ ]

Course Classification Code: _____

SAM Classification Code: _____

Activate Course [ ]

Requires Board Approval:

Units of Credit	From:	3	To:	2
Lecture Hours	From:	3	To:	2
Laboratory Hours	From:		To:	
Degree Status	From:		To:	

Prerequisite [X] (attach change)
Corequisite [ ] (attach change)

Course Designator [X]
From: 226
To: 226B

Board Approval Not Required:

Course Description [X]
Grading Basis [ ]
Recommended Preparation [X]

Title [X]
From: Interpretation: BUS,LGL,MED
To: Interpretation: Medical

Other:

Rationale for Modification or Activation or Inactivation: To offer students more time and focused interpretation study in their major field of interest, business, legal, or medical.

*NOTE: Attach new or modified course outline for all course modifications

Division Dean ________ Date ________

Vice President for Academic Affairs ________ Date ________

Academic Senate Vice President ________ Date ________

Instructional Office Use Only:
Approved by:

C & I Sub A Date ________
C & I Committee Date ________
Governing Board Date ________
Catalog Number Date ________

I-17 (R 11/92)

GENERAL INFORMATION

A. Need for course students are now specializing in specific areas of translation and interpretation especially as our community becomes more internationalized in the business, legal, and medical fileds.

B. Specific student population for whom this course is designed Bilingual (Spanish/English) students interested in working in business, hospitals, clinics, or legal offices.

C. Parallel courses offered elsewhere in: **(MUST BE COMPLETED)**

(a) Community Colleges

Course Title	College

(b) Four-Year Institutions

Course Title	College/University
Medical Terminology-Span	UCSD
Medical Terminology-Span	SDSU

For vocational courses only:
Recommended by Advisory Committee: Yes [x] No [ ]

D. Scheduling Characteristics:
Fall [ ] Spring [ ] Variable [x]

E. Check one: Degree applicable [x] Non Degree applicable [ ]

F. Course Challengeable by Exam: Yes [x] No [ ]
If no, rationale: ____________________

G. Graduation Requirements
Recommended for:

1. Plan A--General Education Requirements for the Associate Degree [ ]
   Under ____________________
2. Plan B--General Education Breadth Requirements, California State University [ ]
   Under ____________________
3. IGETC UC/CSU General Education Breadth Requirements, University of California [ ]
   Under ____________________

H. Transferability

1. Recommended for California State University (course number must be three digits) [ ]
2. Recommended for University of California (course number must be three digits) [ ]
3. Non Transferable (course number must be two digits) [ ]
4. 295 course Transferable [ ] Non Transferable [ ]

I. FSA (Faculty Service Area Number) __ __ __

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: ______________________

Origination Date: __________

Modification Date: _________

Effective Date: _____________

Course Designator and Number	Title	Units	Lec.	Lab.

Same as (other course(s) designator(s), __________ , __________

Grading Basis:

Prerequisite: None

Corequisite:

Recommended Preparation: ENG 60 or BUS 210, SPAN 220, SPAN 221 or Equivalent; BUS 40, 230, or 42.

Course Description & Scope: (50 words or less) A course designed to introduce students to the skills and techniques of Spanish/English interpreting of oral communications pertaining to the medical examination including information shared by doctors and other medical professionals.

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by Instructor, at 70% Proficiency for a Grade of "C":

1. Student will interpret 50 common medical expressions to English or Spanish, with 70% accuracy.

2. Student will interpret within 3 seconds after each word is dictated (without references), 20 medical terms, with 70% accuracy.

3. Student will sight translate 2 medical questionnaries, one English one Spanish, with 70% accuracy.

4. Student will sight translate 2 medical documents, one English one Spanish, of approximately 150 words, with 70% accuracy.

5. Student will interpret consecutively for administrative, medical and paramedical personnel and patients during all phases of contact in simulated medical situations, with 70% accuracy.

6. Student will interpret simultaneously 2 tape recordings, one English, one Spanish, of a 150-word medical document, with 70% accuracy.

7. Student will pass a theory test on cultural sensitivity, based on lecture and readings, with 70% accuracy.

8. Student will pass a theory test on ethical and legal policies and procedures, as related to the field of medicine, with 70% accuracy.

9. Student will pass a mock test of medical interpreter, based on California State guidelines, with 70% accuracy.

10. Student will pass mock test of interpreter certification to measure oral linguistic and interpreting skills wioth 70% accuracy. Based on California State Certification guidelines.

Core Content to be Covered in all Sections:

1. Approximate 10 % of course

2. Approximate 10 % of course

3. Approximate 10 % of course

4. Approximate 15 % of course

5. Approximate 15 % of course

6. Approximate 10 % of course

7. Approximate 10 % of course

8. Approximate 10 % of course

9. Approximate 10 % of course

10. Approximate 10 % of course

11. Approximate _____ % of course: Supplemental

NOTE: For Specific Details, See Instructor's Syllabus.

Method of evaluation to determine if objectives have been met by students:
(Check all that apply)

Exams:
- Essay [x]
- Problem Solving Exercise [x]
- Skill Demonstration [x]
- Objective Test [x]

Class Activity [x]

Lab Activity [x]

Written Assignments [x]

Oral Assignments [x]

Quizzes [x]

Other ______________________________

Instructional Methodology: (Check all that apply)

Lecture [x]

Audiovisual [x]

Demonstration [x]

Individual Assistance [x]

Discussion [x]

Group Activity [x]

Computer Assisted Instruction [x]

Requires a minimum of three (3) hours of work per unit, including class time [ ]

Other ______________________________

Required and Major Optional Reading(s), Including Textbook(s) and Software: (Author-last name, first name. Title.
Location: Publisher, Year)

Conversational Spanish for Medical Personnel, by Rochelle K. Kelz Second Edition. John Wiley & Sons Publishing.

NEW/MODIFIED/ACTIVATED/INACTIVATED COURSE

Division: BUSINESS Date FEB.15,1994

Course Designator: BUS 226C

Title: INTERPRETATION: LEGAL

Same as (other course(s) designator(s),__________, __________

Effective: Catalog Year 1995 Faculty Originator: ALVA SANDS

New Course [ ]

Course Modification* [X]

Inactivate Course [ ]

Course Classification Code: _____

SAM Classification Code: _____

Activate Course [ ]

Requires Board Approval:

Units of Credit	From:	3	To:	2
Lecture Hours	From:	3	To:	2
Laboratory Hours	From:		To:	
Degree Status	From:		To:	

Prerequisite [ ] (attach change)
Corequisite [ ] (attach change)

Course Designator [X]
From: BUS 226
To: BUS 226C

Board Approval Not Required:
Course Description [X]
Grading Basis [ ]
Recommended Preparation [X]

Title [X]
From: INTERPRETATION:BUS,LGL,MED
To: INTERPRETATION: LEGAL

Other:

Rationale for Modification or Activation or Inactivation: To offer students more time and focused interpretation study in their major field of interest, business, medical, or legal.

*NOTE: Attach new or modified course outline for all course modifications

__________ ________
Division Dean Date

__________ ________
Vice President for Academic Affairs Date

__________ ________
Academic Senate Vice President Date

Instructional Office Use Only:
Approved by:

C & I Sub A Date ________
C & I Committee Date ________
Governing Board Date ________
Catalog Number Date ________

I-17 (R 11/92)

GENERAL INFORMATION

A. Need for course Students are now specializing in specific areas of translation and interpretation especially in the business, legal and medical fields.

B. Specific student population for whom this course is designed Bilingual (Spanish/English) students interested in working in business, hospitals, clinics or legal offices.

C. Parallel courses offered elsewhere in: **(MUST BE COMPLETED)**

(a) Community Colleges

Course Title	College
LEGAL INTERPRETATION	Rio Hondo Community College
LEGAL INTERPRETATION	Monterey Inst.Language Study
INTERPRETERS TRAINING	Spring Valley Interpret.Trning

(b) Four-Year Institutions

Course Title	College/University
Translation/Interpretation	San Diego State University
Interpreters Cert. Program	U. of Calif. San Diego

For vocational courses only:
Recommended by Advisory Committee: Yes [X] No [ ]

D. Scheduling Characteristics:
Fall [ ] Spring [ ] Variable [X]

E. Check one: Degree applicable [X] Non Degree applicable [ ]

F. Course Challengeable by Exam: Yes [X] No [ ]
If no, rationale: ____

G. Graduation Requirements
Recommended for:
1. Plan A--General Education Requirements for the Associate Degree [X]
Under ____
2. Plan B--General Education Breadth Requirements, California State University [ ]
Under ____
3. IGETC UC/CSU General Education Breadth Requirements, University of California [ ]
Under ____

H. Transferability
1. Recommended for California State University (course number must be three digits) [ ]
2. Recommended for University of California (course number must be three digits) [ ]
3. Non Transferable (course number must be two digits) [ ]
4. 295 course Transferable [ ] Non Transferable [ ]

I. FSA (Faculty Service Area Number) 0 0 8

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: BUSINESS

Origination Date: 3/75

Modification Date: 11/91;3/94

Effective Date: FALL 1995

Course Designator and Number	Title	Units	Lec.	Lab.
226C	INTERPRETATION: LEGAL	2	2	

Same as (other course(s) designator(s), ____ , ____

Grading Basis: CR/NC OPTION

Prerequisite:

Corequisite:

Recommended Preparation: ENGLISH 60 OR BUS 36, 210 or 229; SPAN 220 OR 221 OR EQUIVALENT

Course Description & Scope: (50 words or less) A course designed to introduce students to the skills and techniques of interpreting (English/Spanish) in the legal field including sight translation, simultaneous, consecutive, summary, and conference interpreting with discussion of cultural sensitivity and ethics as related to the legal field.

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by Instructor, at 70% Proficiency for a Grade of "C":

1. Student will translate 30 false cognates correctly on weekly quizzes with 70% accuracy.
2. Student will interpret 20 idiomatic expressions used in a legal situation with 70% accuracy.
3. Student will interpret 25 dictated legal terms or phrases in Spanish and English, within 3 seconds without the use of references with 70% accuracy.
4. Student will sight translate two legal documents (1 Eng./ 1 Span.) with 70% accuracy.
5. Student will summary interpret two 50 to 100 word legal dialogues (1 English/ 1 Spanish) with 70% accuracy.

6. Student will translate 50 general English/Spanish vocabulary and legal terms from one language to the other in the context of legal letters and documents with 70% accuracy.

7. Student will identify major Spanish countries and their monetary units and write them correctly in legal interpretation with 70% accuracy.

8. Student will pass a theory test on ethics, policies and procedures as related to the field of legal interpretation with 70% accuracy.

9. Student will pass mock test of based on California State interpreter certification guidelines with 70% accuracy.

10. Student will pass a theory test on cultural sensitivity based on lecture and readings with 75% accuracy.

11. Student will pass a theory test on ethics, policies and procedures as related to the field of legal interpretation with 75% accuracy.

Core Content to be Covered in all Sections:

1. Approximate 10 % of course

2. Approximate 10 % of course

3. Approximate 10 % of course

4. Approximate 10 % of course

5. Approximate 10 % of course

6. Approximate 10 % of course

7. Approximate 10 % of course

8. Approximate 10 % of course

9. Approximate 10 % of course

10. Approximate 5 % of course

11. Approximate 5 % of course: Supplemental

NOTE: For Specific Details, See Instructor's Syllabus.

Method of evaluation to determine if objectives have been met by students:
(Check all that apply)

Exams:
Essay [x]
Problem Solving Exercise [x]
Skill Demonstration [x]
Objective Test [x]

Class Activity [x]

Lab Activity [x]

Written Assignments [x]

Oral Assignments [x]

Quizzes [x]

Other ______________________________

Instructional Methodology: (Check all that apply)

Lecture [x]
Demonstration [x]
Discussion [x]

Audiovisual [x]
Individual Assistance [x]
Group Activity [x]

Computer Assisted Instruction [x]

Requires a minimum of three (3) hours of work per unit, including class time [x]

Other ______________________________

Required and Major Optional Reading(s), Including Textbook(s) and Software: (Author-last name, first name. Title.
Location: Publisher, Year)

Tayler, Marilyn R. Skills for Bilingual Legal Personnel.

Technicas Para El Personal Bilingue en el Area Legal.

SPANISH / ENGLISH DICTIONARY

NEW/MODIFIED/ACTIVATED/INACTIVATED COURSE

Division: **BUSINESS** Date **FEBRUARY 15, 1994**

Course Designator: **BUS 230A**

Title: **MEDICAL TERMINOLOGY - BILINGUAL**

Same as (other course(s) designator(s),__________, __________

Effective: Catalog Year **1995** Faculty Originator: **R. Parsons**

New Course [ ]

Course Classification Code: _____

Course Modification* [X]

SAM Classification Code: _____

Inactivate Course [ ]

Activate Course [ ]

Requires Board Approval:

Units of Credit	From: 2	To: 3
Lecture Hours	From:	To:
Laboratory Hours	From:	To:
Degree Status	From:	To:

Prerequisite [ ] (attach change)
Corequisite [ ] (attach change)

Course Designator [ ]
From:
To:

Board Approval Not Required:

Course Description	[X]
Grading Basis	[ ]
Recommended Preparation	[X]

Title [ ]
From:
To:

Other:

Rationale for Modification or Activation or Inactivation: **To offer students more time and the opportunity for further specialization in their field of interest.**

*NOTE: Attach new or modified course outline for all course modifications

Division Dean	Date
Vice President for Academic Affairs	Date
Academic Senate Vice President	Date

Instructional Office Use Only:
Approved by:

C & I Sub A	Date _______
C & I Committee	Date _______
Governing Board	Date _______
Catalog Number	Date _______

I-17 (R 11/92)

GENERAL INFORMATION

A. Need for course **Students are now specializing to meet the specific needs of a healthcare industry that is becoming increasingly internationalized and linguistically and culturally sensitive.**

B. Specific student population for whom this course is designed **students interested in working in medical offices, law firms, insurance companies, and those who wish to prepare for the state certification examination for medical interpreter (English/Spanish).**

C. Parallel courses offered elsewhere in: **(MUST BE COMPLETED)**

(a) Community Colleges

Course Title	College

(b) Four-Year Institutions

Course Title	College/University
Medical Terminology-Span	**UCSD**
Medical Terminology-Span	**SDSU**

For vocational courses only:
Recommended by Advisory Committee: Yes [ ] No [ ]

D. Scheduling Characteristics:
Fall [ ] Spring [ ] Variable [x]

E. Check one: Degree applicable [x] Non Degree applicable [ ]

F. Course Challengeable by Exam: Yes [x] No [ ]
If no, rationale: ____________________

G. Graduation Requirements
Recommended for:

1. Plan A--General Education Requirements for the Associate Degree [x]
   Under ____________________
2. Plan B--General Education Breadth Requirements, California State University [ ]
   Under ____________________
3. IGETC UC/CSU General Education Breadth Requirements, University of California [ ]
   Under ____________________

H. Transferability

1. Recommended for California State University (course number must be three digits) [ ]
2. Recommended for University of California (course number must be three digits) [ ]
3. Non Transferable (course number must be two digits) [ ]
4. 295 course Transferable [ ] Non Transferable [ ]

I. FSA (Faculty Service Area Number) 0 0 8

SOUTHWESTERN COLLEGE

COURSE OUTLINE

Division: BUSINESS

Origination Date: 11/86

Modification Date: 2/16/94
Effective Date: 8/95

Course Designator and Number	Title	Units	Lec.	Lab.
BUS 230A	**MEDICAL TERMINOLOGY - BILINGUAL**	**3**		

Same as (other course(s) designator(s), ______, ______

Grading Basis: CR/NC OPTION

Prerequisite: NONE

Corequisite: NONE

Recommended Preparation: BUS 40, BUS 42, OR BUS 230.

Course Description & Scope: (50 words or less) The basic study of vocabulary, Spanish and English, that relates to body systems, anatomy, medical processes and procedures, human disease, and pharmacology.

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by Instructor, at 70% Proficiency for a Grade of "C":

1. Student will given one list of medical terms in English and one in Spanish, be able to decipher meanings, roots and combining forms with 70 percent accuracy and with 100% accuracy on certain commonly used terms.

2. Student will given a paragraph of medical text in English and one in Spanish, identify medical terms with 100 percent accuracy.

3. Student will given one list of medical terms in English and one in Spanish, apply each in a written sentence with 70 percent accuracy

4. Student will when given dictated medical terms in English and Spanish, spell terms correctly with 70 percent accuracy, and with 100% accuracy certain commonly used terms.

5. Student will given one list of medical terms in English and one in Spanish, locate them in the appropriate medical dictionary with 70 percent accuracy.

6. Student will given a list of medical abbreviations or terms commonly abbreviated (English/Spanish), translate the abbreviations to medical terms and the terms to abbreviations with 100 percent accuracy.

7. Student will ____________________

8. Student will ____________________

9. Student will ____________________

10. Student will ____________________

Core Content to be Covered in all Sections:

1. Approximate __10__ % of course

2. Approximate __15__ % of course

3. Approximate __45__ % of course

4. Approximate __10__ % of course

5. Approximate __5__ % of course

6. Approximate __15__ % of course

7. Approximate _____ % of course

8. Approximate _____ % of course

9. Approximate _____ % of course

10. Approximate _____ % of course

11. Approximate _____ % of course: Supplemental

NOTE: For Specific Details, See Instructor's Syllabus.

Method of evaluation to determine if objectives have been met by students:
(Check all that apply)

Exams:

Essay	[x]	Class Activity	[x]	Written Assignments	[x]
Problem Solving Exercise	[x]				
Skill Demonstration	[x]				
Objective Test	[x]	Lab Activity	[x]	Oral Assignments	[x]

Quizzes [x]

Other Student will summarize and evaluate 2 (One English, One Spanish) outside projects in essay form in a test with 70 percent accuracy.

Instructional Methodology: (Check all that apply)

Lecture	[x]	Demonstration	[x]	Discussion	[x]
Audiovisual	[x]	Individual Assistance	[x]	Group Activity	[x]

Computer Assisted Instruction [x]

Requires a minimum of three (3) hours of work per unit, including class time [x]

Other ____

Required and Major Optional Reading(s), Including Textbook(s) and Software: (Author-last name, first name. Title.
Location: Publisher, Year)

REQUIRED: Ann Ehrlich. MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONS. DELMAR PUBLISHERS, INC.

OPTIONAL: Onyria McElroy and Lola L. Grabb. SPANISH-ENGLISH, ENGLISH-SPANISH MEDICAL DICTIONARY. LITTLE, BROWN AND COMPANY. FIRST EDITION.

APPENDIX H

TRAINING AGENDA

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

MEMORANDUM

TO: All Office Information Systems, Int'l.
Faculty, Mentors, Tutors, Instructional Assistants

FROM: Irma Alvarez, Project Coordinator - VATEA VOC. PROJ.

DATE: November 3, 1993

SUBJECT: Staff Development Workshop - November 11, 1993
2 - 4:30 p.m.

We are requesting that all mentors, tutors, and instructional assistants join us for an instructional skills workshop which OIS - Int'l. faculty, Raschel Parsons, Alva Sands, and I, will present and facilitate.

As one of the goals of our project is to mentor our assistants and provide you with tools to help our students in the classroom, you are being asked to attend, and you will be paid for your time and participation.

We believe this will be an experience that will give you some new insights about interacting with, tutoring, and teaching our students.

An agenda is attached for your information. You will have an opportunity to enhance your ability to work with our students and to gain the most from your experience this year with our programs. We are looking forward to your presence and input in this workshop.

TEACHING STYLES & METHODS
FOR THE LATINA/O VOCATIONAL STUDENT

NOVEMBER 11, 1993
2 - 4:30 PM
ROOM 203

PRESENTORS:

IRMA ALVAREZ
ALVA SANDS
RASCHEL PARSONS

I. ALVAREZ	OVERVIEW: 2:00-2:30	TEACHING/TUTORING/MENTORING CHALLENGES PRESENT/FUTURE
A. SANDS	METHODS & TECHNIQUES 2:30-3:00	LEARNING STYLES CLASSROOM RESEARCH CRITICAL THINKING
R. PARSONS	MULTICULTURAL SENSITIVITY 3:00-3:30	BUILDING SELF-ESTEEM CLASSROOM MANAGEMENT HIGH TECH METHODS
	3:30-4:00	VIDEO: AN INTERVIEW WITH DR. ARTURO MADRID
	4:00-4:20	DISCUSSION/QUESTION/ANSWER PERIOD
	4:20-4:30	FEEDBACK FROM PARTICIPANTS FOR FUTURE WORKSHOP

AGNDASTF.DEV

APPENDIX I

MENTOR/TUTOR/TEACHER/ASSISTANT QUESTIONNAIRE

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

MENTOR/TUTOR/TEACHER/ASSISTANT (M/T/T/A)
FEEDBACK SHEET
SPRING 1994

1. In your experience as a mentor/tutor/teacher/assistant (M/T/T/A) in the VATEA Project, Providing Access to Vocational Education for Limited English Speaking or Bilingual Students, what did you learn:

   a. About the skill of tutoring/mentoring/teaching/assisting?

   ____

   ____

   ____

   b. About motivating students?______________________

   ____

   ____

   c. About working with your supervisors and co-workers?

   ____

   ____

   ____

   d. About yourself?__________________________

   ____

   ____

   ____

2. What did you find most rewarding/enjoyable as an M/T/T/A?

   ____

   ____

   ____

3. What did you find most difficult/challenging?

   ____

   ____

   ____

4. Did your experience as a M/T/T/A help you clarify your career

goals? Whether you answer yes or no, please elaborate.

____

____

____

5. As a result of your experience as a M/T/T/A, name 2 or 3 careers you might now consider for your future.

__________________ __________________ __________________

6. What did you learn/gain from your first orientation workshop facilitated by I. Alvarez, A. Sands, and R. Parsons?

____

____

____

7. What did you learn/gain from the Staff Development workshop you attended on May 4, 1994?

____

____

____

8. What did you learn/gain from taking part in organizing and facilitating the panel "Bilingual Careers for the New Century?

____

____

____

9. If you were to take on a similar role in the future, what additional skills/training workshops would you want to have?

____

____

____

10. Other suggestions, ideas, or comments?______________________

____

____

NAME______________________ COURSE TAUGHT____________

VATEA-LEPS PROJECT
INSTRUCTORS' EVALUATION OF TUTORS/MENTORS/FUTURE FACULTY
MAY 31, 1994

1. What was your experience using the help of tutors/ mentors/ future faculty as part of this project?

____

____

____

2. What did you see as beneficial for the teacher?

____

____

3. What did you feel was beneficial for the students?

____

____

4. What were some of the problems posed for the teacher?

____

____

5. What were some of the problems posed for the tutors/mentors?

____

____

6. What were some of the problems posed for the students?

____

____

7. Give some suggestions as to how the tutor/mentor roles can be improved in the classroom in the future.

____

____

____

APPENDIX J

PROGRAM
BILINGUAL CAREERS FOR THE NEW CENTURY

PROMOTING ACCESS TO VOCATIONAL EDUCATION FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

SOUTHWESTERN COLLEGE PRESENTS

"BILINGUAL CAREERS FOR THE NEW CENTURY"

DON'T MISS YOUR CHANCE TO LEARN ABOUT DYNAMIC CAREERS IN THE 21st CENTURY

Monday, May 23, 1994
12:00 - 1:30 P.M.
Room 751

A CAREER WEEK PANEL PRESENTATION

GUEST SPEAKERS

GLADYS BARRETT - CHILD DEVELOPMENT

CARLOS GARCIA - MEDICAL DOCTOR

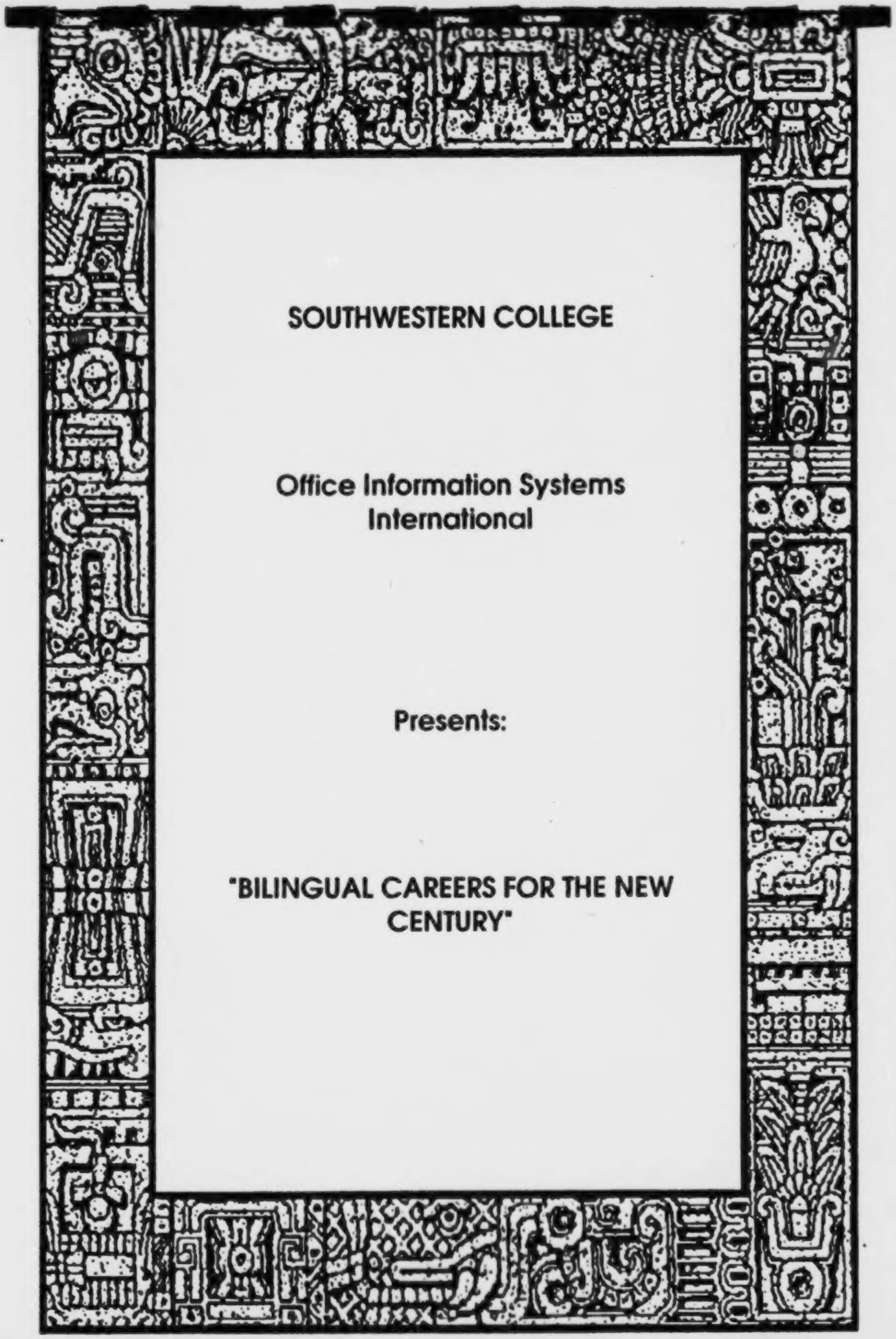
JUAN GARCIA - ENGINEERING

ROBERTO LUCERO - INTERPRETATION

VICTORIA LOPEZ - PARALEGAL

WILLIAM VIRCHIS - THEATER ARTS

FOR MORE INFORMATION CALL BRENDA GALINDO, 421-6700 X 6457



SOUTHWESTERN COLLEGE

Office Information Systems
International

Presents:

"BILINGUAL CAREERS FOR THE NEW CENTURY"

¡BIENVENIDOS!

WELCOME!

TO THE 1994
"BILINGUAL CAREERS FOR THE NEW
CENTURY"

……

Panel Presentation:

Monday, May 23, 1994
12:00 - 2:00
Room 751

Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910

PROGRAM

Welcome by Ms. Raschel Parsons, Business Instructor

Introduction by Marisa Soler-McElwain

Presentation of panelists:

	PANELISTS
Maria Valdivia	Gladys Barrett Child Development
Irene Favela	Carlos Garcia Medical Doctor
Yolanda Rocha	Juan Garcia Engineering
Marisa Soler-McElwain	Roberto Lucero Interpretation
Norma Alvarez	Victoria Lopez Paralegal
Maria Eugenia Verdugo	William Virchis Theater Arts

Closing remarks: Ms. Elizabeth Azhocar, Panel Organizer
Ms. Alva Sands, Business Instructor

APPENDIX K

LEARNING MODULE FOR BILINGUAL MEDICAL TERMINOLOGY IN BUS. 40

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

MODULES[1]

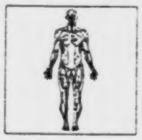
MODULES

1. INTRODUCTION TO MED.TERMINOLOGY

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

2. STRUCTURE OF THE HUMAN BODY

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

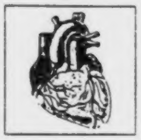


3. MUSCULOSKELETAL SYSTEM

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

4. CARDIOVASCULAR SYSTEM

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____



5. LYMPHATIC AND IMMUNE SYSTEMS

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

6. RESPIRATORY SYSTEM

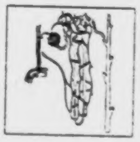
Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

7. DIGESTIVE SYSTEM

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

8. URINARY SYSTEM

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____



9. NERVOUS SYSTEM

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

10. SPECIAL SENSES

Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

---

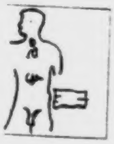
[1] You will receive an "A" if all modules are completed. Start early and complete modules before the deadline. All evaluations must be passed with a score of 70 percent or above.

MODULES

11. INTEGUMENTARY SYSTEM
Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____% ____ ____

MODULES

12. ENDOCRINE SYSTEM
Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____% ____ ____



13. REPRODUCTIVE SYSTEM
Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____% ____ ____

14. PHARMACOLOGY & ABBREVIATIONS
Flash Cards ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____% ____ ____

C.P.R.
2-day training ____ ____
Certificate Received ____ ____

Translation/Interpretation

Telephone ____ ____
Interpretation ____ ____
Sight Translation ____ ____
Consent Form ____ ____
Correspondence ____ ____
Med.Report ____ ____

Optional Credit Activities:

MINI SERIES
First Aid/Emergencies ____
Headaches/Stress ____
Vital Signs ____
Chemical Dependency
Family Planning ____
ST Diseases ____

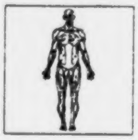
Job Search
Resumé ____ ____
Cover Letter ____ ____
Interview ____ ____

You will receive an "A" if all modules are completed. Start early and complete modules before the deadline. All evaluations must be passed with a score of 70 percent or above.

MODULOS[1] MODULOS

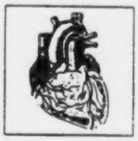
1. INTRODUCCION
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

2. ESTRUCTURA DEL CUERPO HUMANO
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____



3. EL ESQUELETO Y LOS MUSCULOS
Tarjetas ____ ____
VDO & Audiotape ____ ____
Exercises (Text) ____ ____
Medical Report ____ ____
Evaluation ____%____ ____

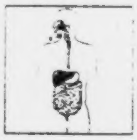
4. APARATO CIRCULATORIO
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____



5. SISTEMA LINFATICO
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

6. APARATO RESPIRATORIO
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

7. APARATO DIGESTIVO
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____



8. APARATO EXCRETOR
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

9. SISTEMA NERVIOSO
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

10. LOS SENTIDOS
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

---

[1] Quien complete todos los módulos obtendrá una "A". Todo trabajo deberá ser presentado dentro del plazo establecido. El porcentaje mínimo para aprobar un evaluación será 70%

MODULOS

11. LA PIEL Y SUS DEPENDENCIAS
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

MODULOS

12. EL SISTEMA ENDOCRINO
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

13. SISTEMA REPRODUCTOR
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

14. FARMACOLOGIA & ABREVIATURAS
Tarjetas ____ ____
Video & Audio ____ ____
Ejercicios (Texto) ____ ____
Informe Médico ____ ____
Evaluación ____%____ ____

R.C.P
Entrenamiento (2 días) ____
Certificado ----

Traducción/Interpretación

Teléfono ____ ____
Interpretación ____ ____
Traducción a la vista ___ ____
Consentimiento ____ ____
Correspondencia ____ ____
Informe médico ____ ____

Trabajos opcionales:

Serie de conferencias
Primeros Auxilios ----
Tensión Emocional ----
Signos Vitales ----
Drogadicción
Planificación Familiar ----
Enfermedades Venéreas ----

Cómo buscar empleo
Resumé ____ ____
Solicitud de empleo ____ ____
Entrevista ____ ____

Quien complete todos los módulos obtendrá una "A". Todo trabajo deberá ser presentado dentro del plazo establecido. El porcentaje mínimo para aprobar un evaluación será 70%

Word root

- Is the main part or foundation of a word.
- It may or may not be a complete word.
- Usually, but not always, indicate the part of the body that is involved)

Raíz

- La raíz es la base de una palabra.
- Puede ser parte de la palabra o puede, en sí, ser una palabra completa.
- Por lo general, pero no siempre, indica la parte del cuerpo de la que se trata)

cardi/o

(heart) *(corazón)*

cardi/o/logist, cardi/o/megaly

arteri/o

(arteries) *(arterias)*

arteri/al, arteri/o/pathy

angi/o

(vessel) *(vaso sanguíneo.)*

angi/o/plasty, angi/oma

hem/o
hemat/o

(bloodl) *(sangre)*

leuk/hem/ia, hemat/uria,

ven/o,
phleb/o

(vein) *(vena)*

ven/o/spasm, phleb/itis

pect/o

(chest) *(pecho)*

pect/o/ral,

pulmon/o

(lung) *(pulmón)*

pulmon/ary, pulmon/ectomy

valv/o

(valve) *(válvula)*

valvul/ar, valv/ectomy

Prefix

- The prefix is placed before the word or word root.
- Usually, but not always, indicate location, time, or number.
- It can alter the meaning of the word

Prefijo

- Es la partícula que se escribe antes de una palabra.
- Por lo general, pero no siempre, indica lugar, tiempo y/o número.
- Puede modificar el significado de la palabra

peri-

(around) *(alrededor)*

peri/cardi/um, peri/nas/al

tachy-

(rapid) *(rápido/a)*

tachy/cardi/a , tachy/pnea

brady-

(slow) *(lento/a)*

brady/phag/ia, brady/cardi/a

intra-

(inside) *(dentro)*
intra/ven/ous, intra/lobul/ar

epi-

(upper) *(superior, exterior)*

epi/derm/is, epi/gastr/ic

endo-

(within) *(dentro, interior)*

endo/metri/osis, endo/cardi/um

anti-

(against, counter)
(contraproducente)

anti/coagulant, anti/diuret/ic

dia-

(through) *(a través de)*
dia/gnos/is, dia/rrhea

Suffix

- A suffix is the part added to the end of a word root or combining form.
- Ussually, but not always, indicate the procedure, condition, disorder, or disease.
- May tell whether the word is a noun, a verb, or an adjective

Sufijo

- Es la partícula que se escribe después de la raíz
- Por lo general, pero no siempre, indica tratamiento, estado y/o enfermedad.
- Puede cambiar una palabra en sustantivo, adjetivo, o verbo.

-itis

(inflammation) *(inflamación)*

gastr/itis, hepat/itis, col/itis

-spasm

(involuntary contraction)
(contracción brusca e involuntaria)

blephar/o/spasm, colp/o/spasm

-ac, -al, -ar

(pertaining to, adj.)
(relacionado con... adj.)

cardi/ac, neur/al, pulmon/ar

-ectomy

(surgical removal) *(extirpación)*

gastr/ectomy, hyster/ectomy

-algia,
-dynia

(pain) *(dolor)*

cephal/algia, encephal/o/dynia

-gram

(picture) *(registro)*

cardi/ogram, encephal/o/gram

-sclerosis

(abnormal hardening)
(endurecimiento)

arteri/o/sclerosis, dermat/o/sclerosis

-ologist

(specialist) *(especialista)*

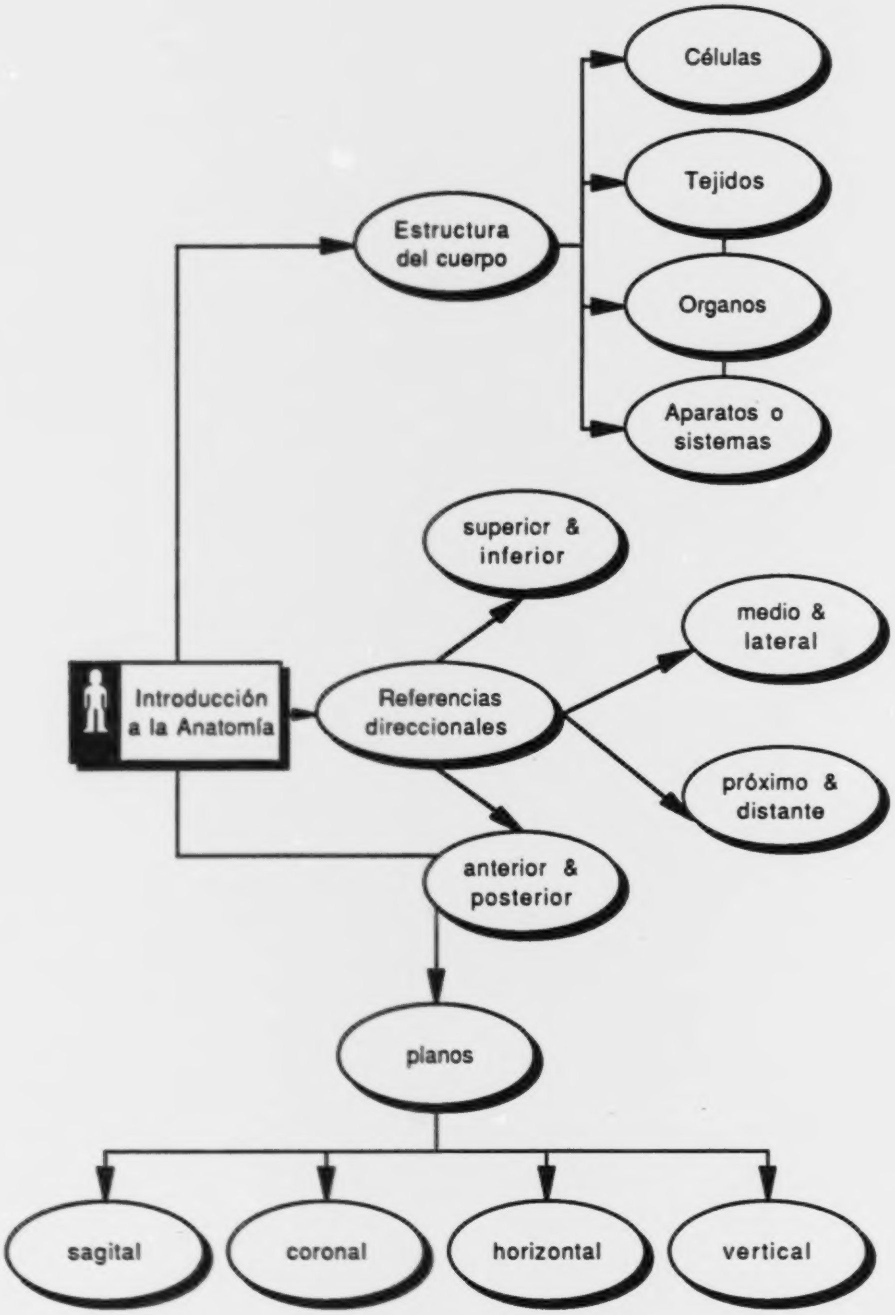
gynec/o/logist, path/o/logist

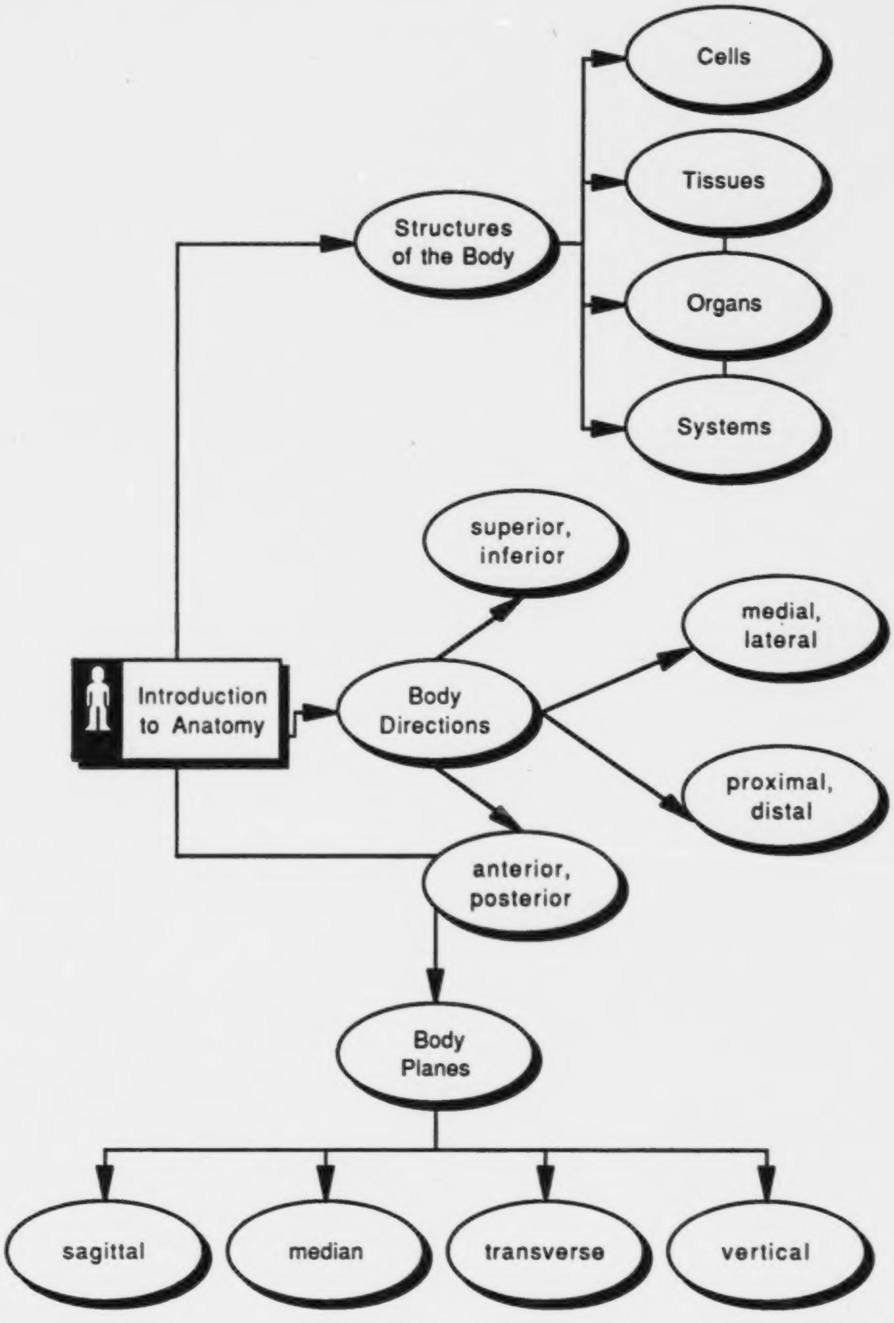
English	Spanish
cc	c
-tion	-ción
esteriliza**tion**	esteriliza**ción**
recupera**tion**	recupera**ción**
-ce, -tia	-cia, cio
servi**ce**	servi**cio**
impoten**ce**	impoten**cia**
demen**tia**	demen**cia**
-e (silent)	-a, o
medicin**e**	medicin**a**
intens**e**	intens**o**
-ic	-ico, ica
narcot**ic**	narcót**ico**-a
neurot**ic**	neurót**ica**-o
-ical	-ico, (f. -ica)
biolog**ical**	biológ**ico**
phys**ical**	físico
-logy	-logía
bio**logy**	bio**logía**
cardio**logy**	cardio**logía**
-ologist	-ólogo
path**ologist**	pat**ólogo**
neur**ologist**	neur**ólogo**
-ometer	-ómetro
therm**ometer**	term**ómetro**
ephygmoman**ometer**	esfigmoman**ómetro**
-ous	-oso (f. -osa)
nerv**ous**	nervi**oso**-a
pernici**ous**	pernici**osa**-o
ph	f
pharmacy	**f**armacia
phobia	**f**obia
s-	es-
spondylitis	**es**pondilitis
speculum	**es**péculo

-scope	-scopio
micro**scope**	micro**scopio**
steto**scope**	esteto**scopio**
-ty,	-dad, -tad
difficul**ty**	dificul**tad**
mortali**ty**	mortali**dad**
-y	-ia, ía, io
famil**y**	famil**ia**
laborator**y**	laborator**io**
colostom**y**	colostom**ía**
y	i
enterocl**y**sis	enterocl**i**sis
h**y**men	h**í**men
final consonant	-a, e, o (añadir)
acciden**t**	acciden**te**
eunuc**h**	eunuc**o**
-silent e and -consonant (inf.)	-ar, -er, ir
reviv**e**	reviv**ir**
cauteriz**e**	cauteriz**ar**
permi**t**	permit**ir**
injec**t**	inyect**ar**

Note: This table will help you construct medical terminology in English/Spanish. You will also be able to recognize easily the orthographic differences between these languages.

Nota: Esta tabla le facilitará la construción de términos médicos en inglés y en español. También le ayudará a recordar las diferencias ortográficas entre las dos lenguas.


Células
Tejidos
Estructura del cuerpo
Organos
Aparatos o sistemas
superior & inferior
medio & lateral
Introducción a la Anatomía
Referencias direccionales
próximo & distante
anterior & posterior
planos
sagital
coronal
horizontal
vertical


Cells
Tissues
Organs
Systems
Structures of the Body
superior, inferior
medial, lateral
Introduction to Anatomy
Body Directions
proximal, distal
anterior, posterior
Body Planes
sagittal
median
transverse
vertical

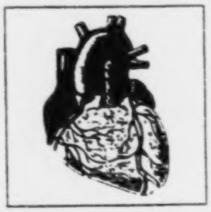
ENGLISH	SPANISH
THE SKELETON	EL ESQUELETO
BONES OF HEAD AND FACE (SKULL):	HUESOS DE LA CABEZA Y LA CARA (CRANEO):
frontal	frontal
temporal	temporal
nasal (cavities)	fosas nasales
malar	pómulo
parietal	parietal
occipital	occipital
jawbones	huesos maxilares
maxilla (upper jaw)	maxilar superior
mandible (lower jaw)	mandíbula
sinuses	senos frontales
orbit (of the eye)	órbita del ojo
BACKBONE, SPINE,	COLUMNA VERTEBRAL,
VERTEBRAL OR SPINAL COLUMN:	ESPINA DORSAL, ESPINAZO:
cervical vertebrae	vértebras cervicales
thoracic vertebrae	vértebras torácicas
lumbar vertebrae	vértebras lumbares
sacrum	sacro
coccyx	cóccix
vertebra	vértebra
disc	disco
TRUNK OR BODY:	TRONCO O CUERPO:
collar bone, clavicle	clavícula
shoulder blade, scapula	omóplato, escápula
breastbone, sternum	esternón
ribs	costillas
hip bone, pelvis	pelvis, hueso de la cadera
ilium	hueso ilíaco
ischium	isquión
LIMBS:	MIEMBROS:
humerus	húmero
ulna	ulna
radius	radio
carpus	carpo
metacarpus	metacarpo
phalanges	falanges
femur, thigh bone	fémur
knee cap, patella	rótula
tibia, shin bone	tibia, hueso de la canilla
fibula, calf bone	peroné, hueso de la pantorrilla
calcaneus, heel bone	calcáneo, hueso del talón
tarsus	tarso
metatarsus	metatarso
joints	articulaciones
cartilage	cartílago

ENGLISH	SPANISH
HEAD AND NECK	CABEZA Y CUELLO
hair	cabello, pelo
cheek	mejilla, cachete, carrillo
chin	mentón, barbilla
ear (outer)	oreja
ear (inner)	oido
eardrum	timpano
earlobe	lóbulo de la oreja
eye	ojo
eye brow	ceja
eyelashes	pestañas
eyelid	párpapdo
face	cara
forehead	frente
gum	encía
jaw	quijada, mandibula
lip	labio
mouth	boca
moustache	bigote
beard	barba
nape (of neck)	nuca
neck	cuello, pescuezo
nose	nariz
throat	garganta
tongue	lengua
tooth - teeth	diente (s)
trachea, windpipe	tráquea
jugular vein	vena yugular
larynx	laringe
brain (s)	cerebro, sesos
cerebellum	cerebelo
palate	paladar
tonsil	amigdala, angina
vocal cords	cuerdas vocales
esophagus	esófago
TRUNK	TRONCO
chest	pecho
breast	pecho, seno
Heart	corazón
lung	pulmón
gall bladder	vesícula biliar
kidney	riñón
liver	hígado
stomach	estómago
small intestine	intestino delgado
large intestine - colon	intestino grueso, cólon
bladder	vejiga
spleen	bazo

ENGLISH	**SPANISH**
pancreas	páncreas
diaphragm	diafragma
lower back	cintura (en la parte de atrás)
rectum	recto
urinary tract	vía urinaria
urine	orina
feces	heces
anus	ano
womb	matriz
uterus	utero
shoulder	hombro
back	espalda, dorso
waist	cintura
hip	cadera
LIMBS	MIEMBROS
upper arm	brazo
forearm	antebrazo
elbow	codo
wrist	muñeca
hand	mano
finger	dedo
armpit	axila
thumb	pulgar
index finger	indice
middle finger	dedo del corazón o del medio
ring finger	dedo anular
little finger	uña
palm (of hand)	palma (de la mano)
thigh	muslo
knee	rodilla
leg	pierna
shin	canilla, espinilla
ankle	tobillo
foot - feet	pie(s)
heel	talón
sole (of foot)	planta (del pie)
instep	empeine
toe	dedo del pie
GENERAL	TERMINOS GENERALES
cells(s)	celula(s)
corpuscles, red & white	corpúsculos, rojos y blancos
tissue	tajido
organs	organos
artery - arteries	arterias(s)
vein(s)	vena(s)
aorta	aorta
muscle	músculo
ligament	ligamento

ENGLISH	SPANISH
blood	sangre
skin	piel
GLANDS	GLANDULAS
adrenal gland	glándula suprarrenal o adrenal
endoocrine gland	glándula endocrina
parathyroid gland	glándula paratiroides
pineal gland	glándula pineal
pituitary gland	glándula pituitaria
salivary gland	glándula salivar
sebaceous gland	glándula cebácea
sweat gland	glándla sudorípara
thyroid gland	glándula tiroides
THE FIVE SENSES	LOS CINCO SENTIDOS
hearing	oído
sight	vista
smell	olfato
taste	gusto
touch	tacto
THE RESPIRATORY SYSTEM	EL SISTEMA RESPIRATORIO
inhale	inhalar
exhale	exhalar
respiration	respiración
bronchus	bronquio
THE NERVOUS SYSTEM	EL SISTEMA NERVIOSO
central nervous system	sistema central nervioso
peripheral nervous system	sistema periférico nervioso
autonomic or visceral nervous system	sistema nervioso autonómico
Nerves	nervios
THE REPRODUCTIVE SYSTEM	EL SISTEMA REPRODUCTIVO
ovaries	ovarios
uterus	útero
testes or testicles	testículos
penis	pene
sperm	espermatozoides, esperma
ovum	óvulo
embryo	embrión
fallopian tubes	trompas de falopio

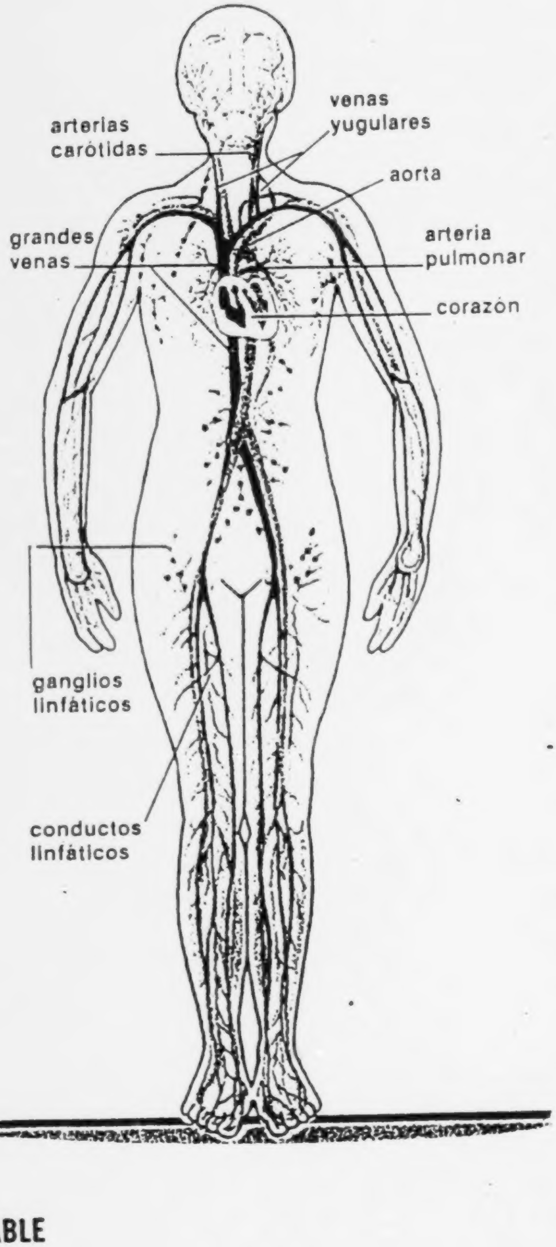
THE CIRCULATORY SYSTEM
El Aparato Circulatorio



OBJECTIVES	*OBJETIVOS*
Upon completion of this module, you will be able to do the following:	*Al terminar este módulo, usted podrá:*
☐ Explain the main functions of the circulatory system	☐ *Explicar el mecanismo del aparato circulatorio.*
☐ Identify and name, in English and Spanish, the organs of the circulatory system.	☐ *Identificar y nombrar los órganos del aparato circulatorio, en inglés y en español.*
☐ Identify the combining forms and suffixes related to the organs and structures of the circulatory system.	☐ *Reconocer las raices de las palabras y sufijos que se refieren a este aparato.*
☐ Build and analyze medical terms related to the circulatory system by completing written reviews.	☐ *Construir y analizar términos médicos referentes al aparato circulatorio al hacer los ejercicios que se incluyen en el texto.*
☐ Spell and pronounce medical terms pertaining to this system, by completing the audio-cassette activities.	☐ *Deletrear y pronunciar corréctamente los términos médicos referentes a este aparato, como lo indica el ejercicio de audio-cassette correspondiente.*
☐ Transcribe and evaluate a case history.	☐ *Transcribir y evaluar un informe médico.*

EL APARATO CIRCULATORIO

Este es el sistema que transporta el oxígeno, las sustancias nutritivas, enzimas y hormonas a cada célula del cuerpo, y que transporta hacia los pulmones bióxido de carbono y ayuda a eliminar otros productos de desecho. Estas dos funciones son de vital importancia. El aparato circulatorio ayuda también a mantener el nivel normal de la temperatura del cuerpo. El aparato circulatorio incluye: la **sangre**, el **corazón**, las **arterias**, los **vasos capilares**, las **venas**, y los **vasos linfáticos.** La sangre contiene un líquido acuoso llamado **plasma** y varios tipos de **células**: **glóbulos rojos**, que transportan oxígeno; **glóbulos blancos (fagocitos y linfocitos)**, que combaten las infecciones, y **plaquetas** que ayudan a formar los coágulos. El **corazón** es la bomba que mantiene la sangre en movimiento. El corazón se divide en dos lados separados por una membrana gruesa llamada **tabique**. Cada uno de los lados se divide en una mitad superior y una inferior. Las dos cavidades superiores, o **aurículas**, reciben la sangre que llevan las **venas** hacia el corazón. Luego, con cada latido, la sangre pasa a las cavidades inferiores **ventrículos** los cuales bombean la sangre hacia las **arterias**. La sangre fluye siempre en la misma dirección debido a que hay **válvulas** que se abren para permitir el paso de la sangre y se cierran para impedir que retroceda. Las arterias transportan sangre rica en oxígeno y sustancias nutritivas hacia todas las células del cuerpo; las **venas** transportan la sangre usada hacia el corazón, donde sera reciclada. Los **Capilares** son las más pequeñas ramificaciones de las arterias y son el sitio donde la sangre y las células **epiteliales** intercambian las sustancias nutritivas y el oxígeno por el bióxido de carbono y otros desechos. Una red de vasos más pequeños trabaja filtrando y extrayendo de los tejidos el exceso de líquido, o **linfa**, que contiene células muertas o bacteria. La sangre circula por el cuerpo en un circuito cerrado. Cada vuelta completa incluye el paso por los **pulmones**, donde los capilares recogen oxígeno y descargan bióxido de carbono, y por el **hígado** y los **riñones** para eliminar productos de desecho dañinos.



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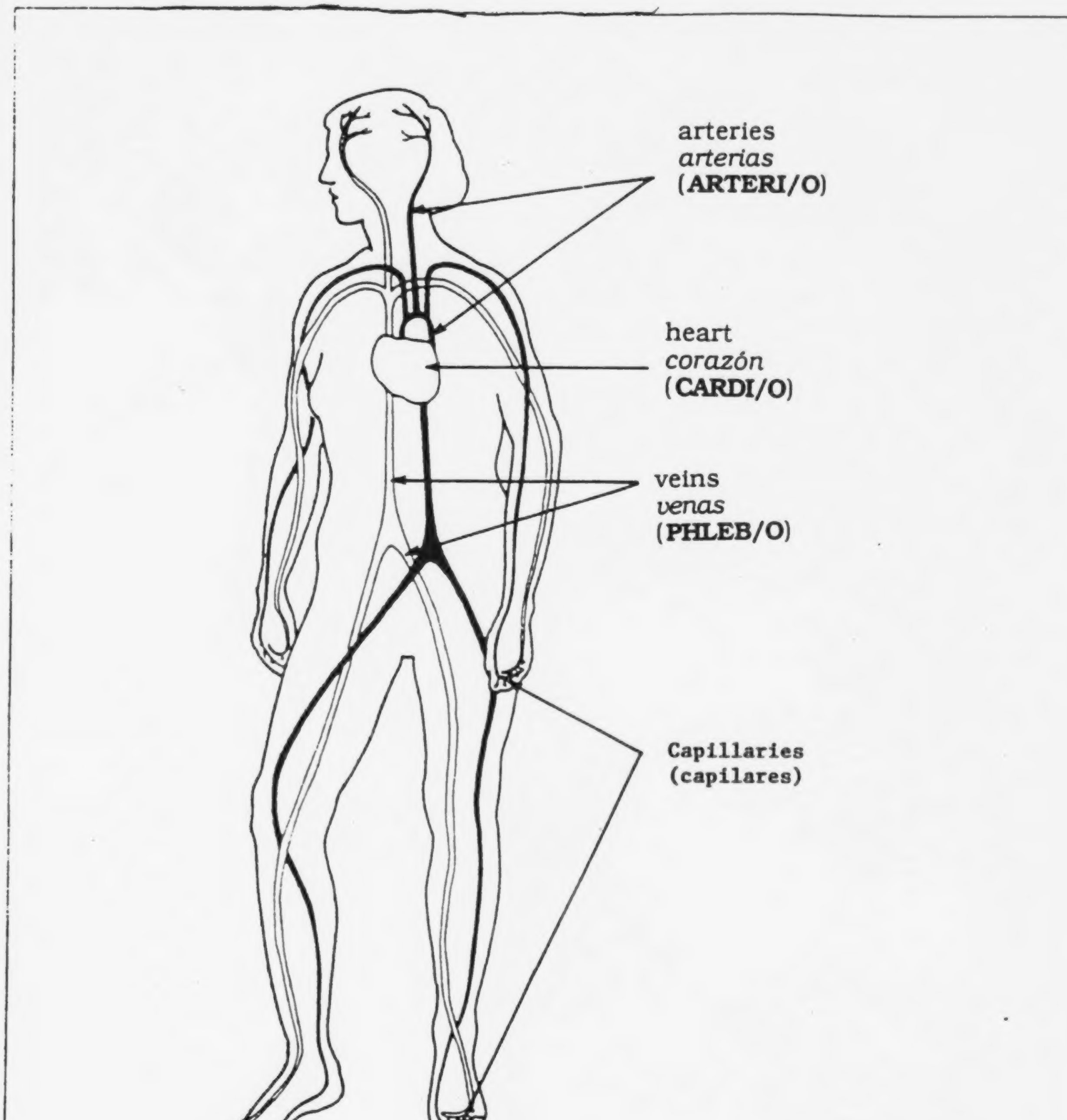
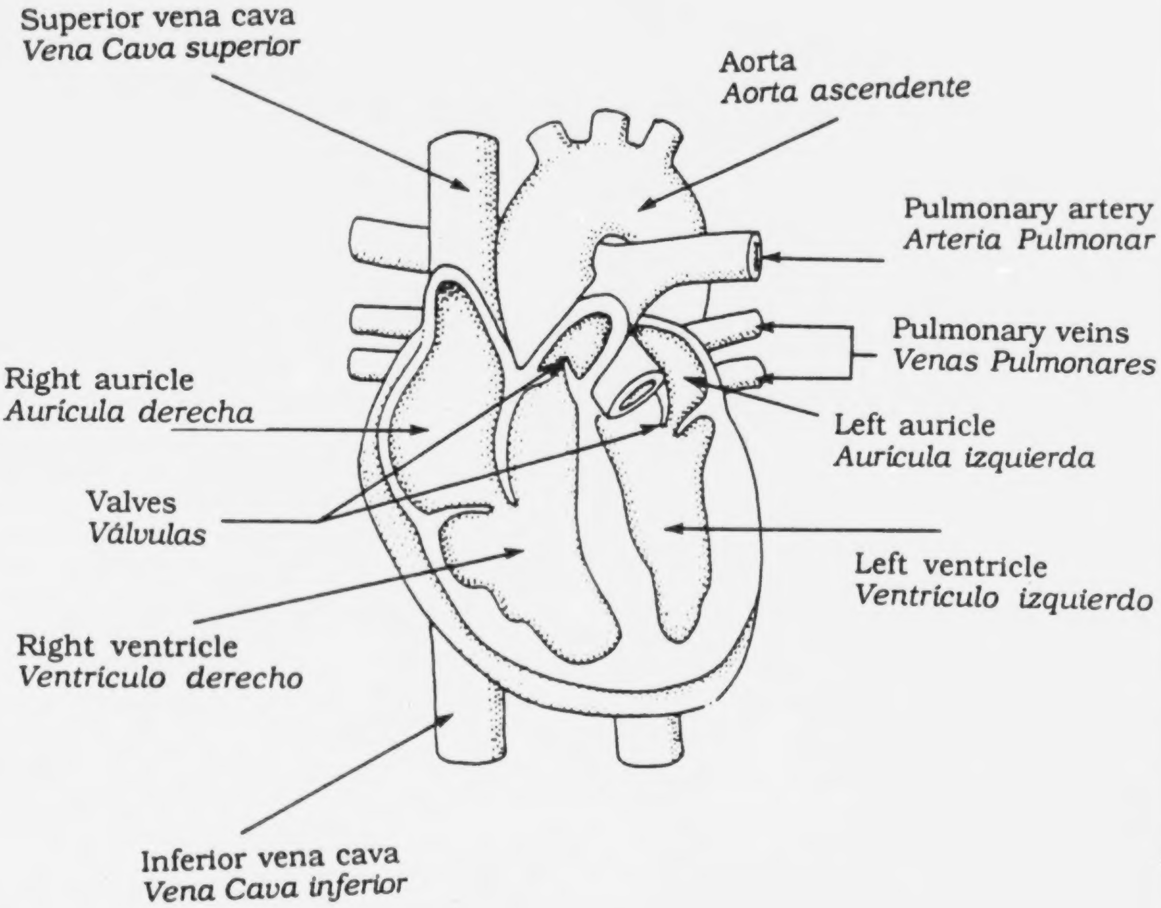
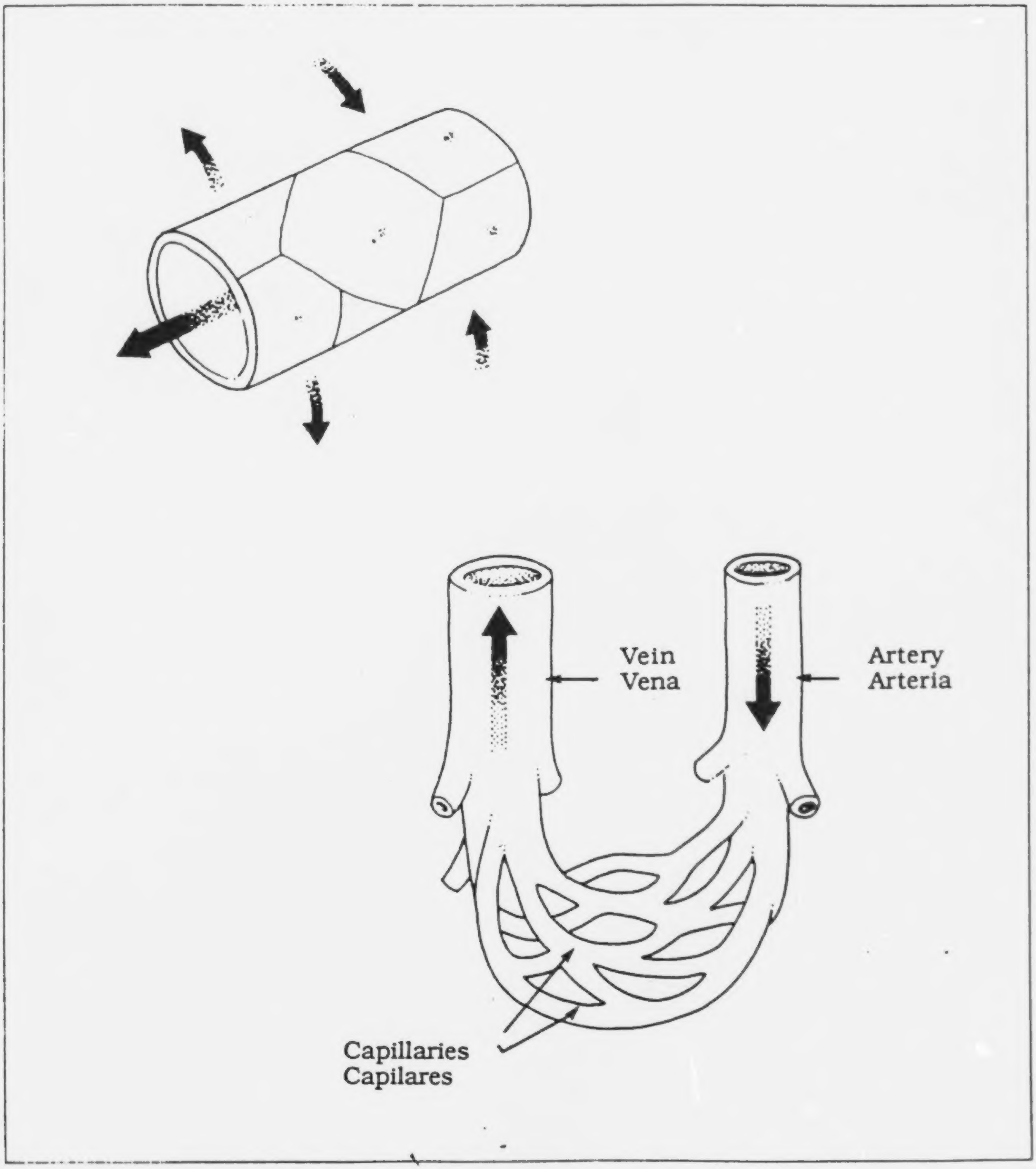

arteries
arterias
(**ARTERI/O**)
heart
corazón
(**CARDI/O**)
veins
venas
(**PHLEB/O**)
Capillaries
(capilares)

The Heart


Superior vena cava
Vena Cava superior
Aorta
Aorta ascendente
Pulmonary artery
Arteria Pulmonar
Pulmonary veins
Venas Pulmonares
Right auricle
Aurícula derecha
Left auricle
Aurícula izquierda
Valves
Válvulas
Left ventricle
Ventrículo izquierdo
Right ventricle
Ventrículo derecho
Inferior vena cava
Vena Cava inferior

Capillaries


Vein
Vena
Artery
Arteria
Capillaries
Capilares

MedWord	Término Médico	Significado
Anastomosis	anastomosis	pasaje o comunicación entre dos o más órganos.
Anemia	anemia	insuficiencia de glóbulos rojos
Aneurysm	aneurisma	dilatación de una porción de la pared de una arteria
Aneurysmectomy	aneurismectomía	extirpación de un aneurisma
Angiitis	angiitis	infl. de un vaso sanguíneo o de un vaso linfático
Angina	angina	dolor en el pecho por insuficiencia de flujo sanguíneo al corazón
Angiography	angiografía	radiografía de los vasos sanguíneos haciendo resaltar su contorno
Angionecrosis	angionecrosis	muerte parcial o total de las células que forman el tejido vascular
Angiospasm	angioespasmo	contracción prolongada y fuerte de un vaso sanguíneo.
Angiostenosis	angioestenosis	contracción anormal o estrechamiento vascular
Arrhytmia	arritmia	latidos irregulares del corazón
Arteriectomy	arteriectomía	extirpación de una porción de una arteria
Arteriosclerosis	arterioesclerosis	endurecimiento de las paredes de las arterias
Arteritis	arteritis	inflamación de una arteria
Atherosclerosis	aterosclerosis	acumulación de grasa en las capas interiores de las arterias.
Bradycardia	bradicardia	lentitud anormal en los latidos del corazón
Cardiocentesis	cardiocentesis	punción de una cavidad del corazón
Carditis	carditis	inflamación del pericardio, miocardio y endocardio
Catheterization	cateterización	inserción de un catéter.
Cholesterol	colesterol	componente de las grasas y aceites animales.
Defibrillation	desfibrilación	acción de cambiar latidos irregulares del corazón a su ritmo normal
Diastolic	diastólico-a	rel. a la fase de dilatación del corazón durante la cual se llenan de sangre sus cavidades
Echocardiography	ecocardiografía	diagnóstico por medio de sonido ultrasónico que muestra las estructuras interiores del corazón
Electrocardiography	electocardiografía	uso de estímulo eléctrico para registrar la fuerza de contracción del corazón
Embolism	embolismo	oclusión súbita de un vaso por un coágulo, placa, o aire.
Endarterectoy	endarterectomía	extirpación de la túnica interna engrosada de una arteria
endocarditis	endocarditis	inflamación crónica o aguda del endocardio
Epistaxis	epistaxis	sangramiento por la nariz
Fibrillation	fibrilación	contracción involuntaria que afecta fibras musculares individuales
Hemangioma	hemangioma	marca de nacimiento color rojo en la piel (tumor benigno formado por vasos capilares).
Hemarthrosis	hemartrosis	derrame de sangre en la cavidad de una articulación.
Hematemesis	hematémesis	vómito de sangre

MedWord	Término Médico	Significado
Hematoma	hematoma	inchazón por sangre acumulada fuera de un vaso
Hemolytic anemia	anemia hemolítica	anemia congénita causada por toxinas producidas por eritrocitos frágiles
Hemophilia	hemofilia	condición hereditaria que se caracteriza por deficiencia de coagulación.
Hemorrhage	hemorragia	derrame profuso de sangre
Hemorrhoidectomy	hemorroidectomía	extirpación de hemorroides
Hemorrhoids	hemorroide, almorrana	masa de venas dilatadas en la pared rectal.
Hemostasis	hemostasis-sia	contención, artificial o natural, de sangramiento
Ischemia	isquemia	insuficiencia de riego sanguíneo a una parte o tejido.
Leukemia	leucemia	cáncer de la sangre
Leukopenia	leucopenia	dificiencia de glóbulos blancos.
Myocardial infarction	infarto cardíaco o "ataque al corazón"	necrosis de células del corazón debido a un bloqueo del torrente sanguíneo.
Myocarditis	miocarditis	inflamación del miocardio.
Palpitation	palpitación	latido o pulsación rápida.
Pericardiocentesis	pericardiocentesis	punción del pericardio
Pericarditis	pericarditis	inflamación del pericardio
Phlebitis	flebitis	infl. de una vena. Trastorno común, especialmente en las piernas.
Phlebography	flebografía	uso de estimulación electrica para registrar el pulso venoso
Phlebotomy	flebotomía	incisión en una vena para sacar sangre
Phonocardiography	fonocardiografía	use del fonoscopio para registrar los sonidos del corazón
Polyarteritis	poliarteritis	inflamación que afecta varias arterias
Raynaud's	síndrome de Raynaud	cianosis y frialdad en las extremidades debido a un trastorno circulatorio.
Septicemia	septicemia	envenenamiento de la sangre.
Systolic	sistólico-a	rel. a la sístole, o contracción de los ventrículos del corazón.
tachycardia	taquicardia	aceleración de la actividad cardíaca (más de 100 p.m. en un adulto).
Thalassemia	talasemia	anemia causada por factores genéticos, que producen fallo en la síntesis total de hemoglobina.
Thrombocytopenia	trombocitopenia	deficiencia del número de las plaquetas sanguíneas.
Thrombosis	trombosis	formación, desarrollo y presencia de un trombo o coágulo.
Thrombotic occlusion	oclusión trombótica	rel. con una obstrucción causada por un trombo
Valvuloplasty	valvuloplastia	operación plástica de una válvula.
Varicose veins	várices	venas dilatadas
Vasculitis	vasculitis	infl. de un vaso sanguíneo o vaso limfático
Venipuncture	venipuntura	punción de una vena

Abbr	Translation	Abrev	Representa
AMI	acute myocardial infarction	ICA	infarto cardíaco agudo
ASCVD	arteriosclerotic cardiovascular disease	ASV	arteriosclerosis vascular
ASD	atrial septal defect	DTA	defecto del tabique auricular
ASHD	arteriosclerotic heart disease	ASC	arteriosclerosis cardíaca
AV	atrioventricular	-	auriculoventricular
BP	blood pressure	PA	presión arterial
CAT, CT	computerized axial tomography	TC	tomografía computada
CBC	complete blood count	csc	conteo sanguíneo completo
CHF	congestive heart failure	ICC	insuficiencia cardíaca congestiva
CPR	cardiopulmonary resuscitation	rcp	resucitación cardiopulmonar
CT	computerized tomography	TC	tomografía computada
ECHO	echocardiography	-	ecocardiografía
EKG, EG	electrocardiogram	ECG	electrocardiograma
HCVD	hypertensive cardiovascular disease	ECVH	enfermedad cardiovascular hipertensiva
IAS	inter atrial septum	TIA	tabique interauricular
IV	intravenous	VIV	vía intravenosa
IVC	inferior vena cava	VCI	vena cava inferior
IVS	interventricular septum	TIV	tabique interventricular
LA	left atrium	AI	aurícula izquierda
LV	left ventricle	VI	ventrículo izquierdo
MI	myocardial infarction	IC	infarto cardíaco
PAC	premature atrial contraction	CAP	contracción atrial prematura
PVC	premature ventricular contraction	CVP	contracción ventricular prematura
RA	right atrium	AD	aurícula derecha
RV	right ventricle	VD	ventrículo derecho
SVC	superior vena cava	VCS	vena cava superior
XR	x-ray	-	radiografía

Name: ______________________________ # ___

A. Identify the numbered items on these diagrams.
Escriba el nombre de la parte indicada en el espacio apropiado.

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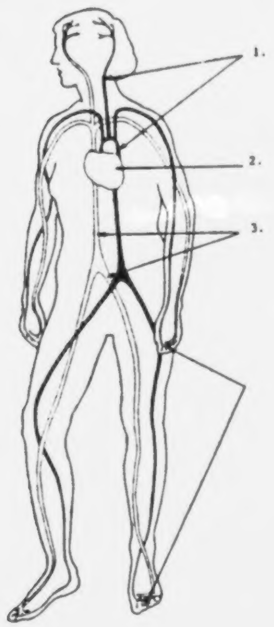

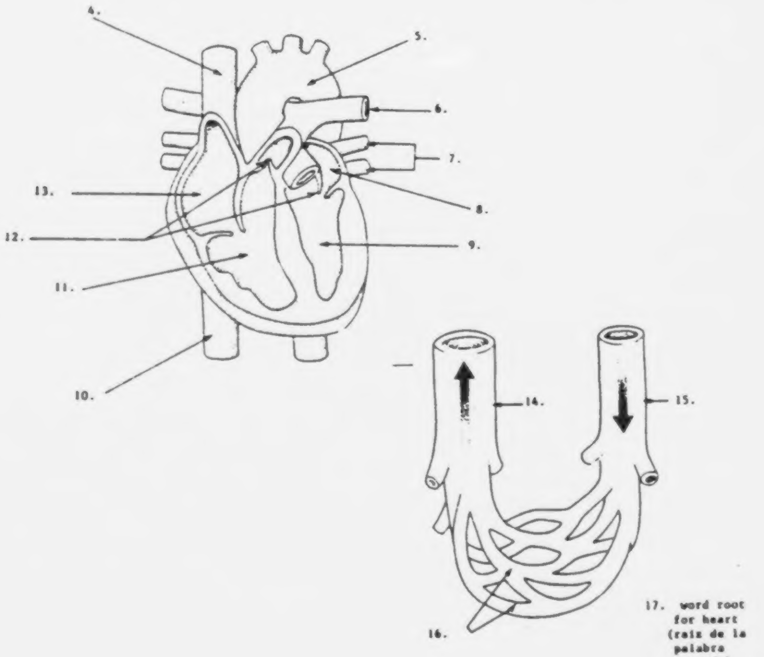
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17. word root for heart (raiz de la palabra corazón)

B. Multiple Choice - Choose the best answer
Escoja la palabra correcta para las siguientes preguntas

18. Insuficiency of blood cells either in quality, quantity or in hemoglobin content.
insuficiencia de glóbulos rojos en calidad, cantidad o en hemoglobina.
    - a. Anemia
    - b. Dyscrasia
    - c. Septicemia

19. Abnormally slow heart beat.
lentitud anormal en los latidos del corazón.
    - a. Tachycardia
    - b. Fibrillation
    - c. Bradycardia

20. Also known as a heart attack.
condición conocida usualmente como "ataque al corazón".
    - a. myocardial infarction
    - b. transient ischemic attack
    - c. ventricular fibrillation

21. Any of the abnormal conditions that may affect the arteries of the heart
cualquiera de las enfermedades que pueden atacar las arterias del corazón.
    - a. Coronary artery disease
    - b. Peripheral vascular disease
    - c. Raynaud'[s phenomenon

22. Vomiting of blood.
vómito de sangre
    - a. Epistaxis
    - b. Hemarthrosis
    - c. Hematemesis

23. Chest pain caused by insufficient blood supply to the heart muscle.
dolor en el pecho causado por insuficiencia de flujo sanguíneo al músculo cardíaco.
    - a. Angina pectoris
    - b. Angiostenosis
    - c. Claudication

24. Inflammaton of a vein that is often accompanied by the formation of a clot.
inflamación de una vena, generalmente por causa de un coágulo.
    - a. An embolism
    - b. A varicosity
    - c. Phlebitis

25. Drug that expands the blood vessels.
droga que aumenta el calibre de los vasos sanguíneos.
    - a. vasoconstrictor
    - b. vasodilator

APPENDIX L

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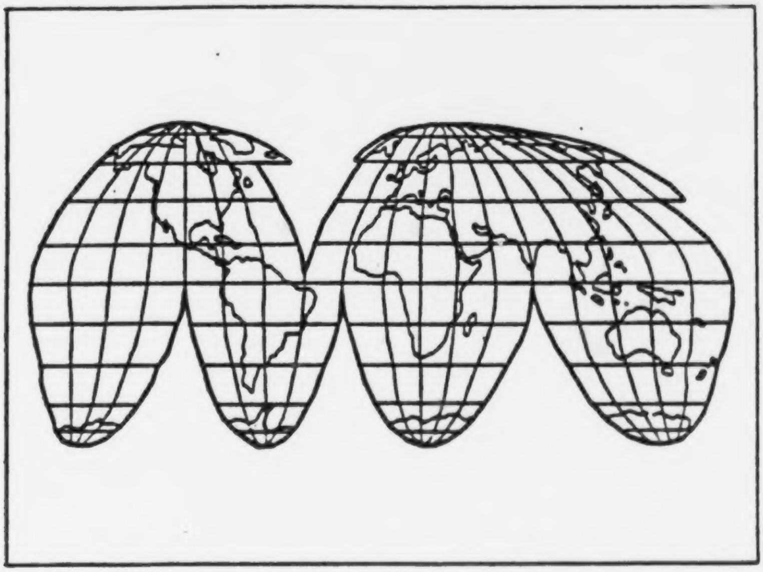

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READINGS

COMPILED BY ALVA SANDS

ASSISTED BY YOLANDA ROCHA

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El Sol, Puebla, **5 de Mayo de 1862**

Plascencia, **460 Years of Chicano History**

The Lemon Grove Incident. Paul Espinosa, Producer and Writer; Frank Christopher, Director and Editor. Funded by the Corporation for Public Broadcasting, the California Council on the Humanities, et al. 1985. 60 min. Principal Actors: Marcos Ortiz, Navarre Perry, Guillermo Gómez-Peña, Bill Brinsfield, Leon Singer, Luisa Vargas, John Mathers.

In 1930 the Lemon Grove School Board decided to build a separate school for Mexican children who had become nearly 50% of the enrollment. The School Board members argued there was overcrowding in the school located in a community close to San Diego. The new school would also be closer, more convenient, and safer for the Mexican children who needed an "Americanization" school with emphasis on acquiring English and American culture since they were lagging behind the Anglo children. The Mexican children were also considered a health hazard as well as a source of immorality. The underlying framework included racism, prejudice, and discrimination.

The new school was built and was to be occupied in January of 1931. However, the Mexican parents refused to send their children to the segregated, inferior, "barn-like" school and formed the Neighborhood Association of Lemon Grove to fight this blatant discrimination. The parents sought the help of the Mexican Consul in San Diego and filed

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suit against the Lemon Grove School Board. After a tense trial, the judge ruled against the School Board, representing the first successful school desegregation case in the United States, 33 years before the landmark Brown vs. the Board of Education decision in 1954 by which the Supreme Court struck down segregation in the public schools.

The Lemon Grove Incident tells this absorbing story in true docu-drama format (unlike network films that sometimes make the claim with little basis). The film presents several dramatized scenes, including school board meetings, the organized activities of Chicano parents, and the climactic court room trial. School board meetings minutes, trial transcripts, newspaper accounts, and oral history recollections provide the meticulous factual basis. Indeed, intercut with the dramatizations are interviews and discussions with several Chicanos who were children at the time as they recall the people and incidents of 55 years ago. These interweaved contemporary comments validate the dramatizations which seek to evoke the events of 1930-31. The lively exposition adds a human dimension that makes this slice of Chicano history from a Chicano perspective come alive. Stills from the past as well as historical documentary footage are also blended into this docu-drama. A painstaking effort to evoke 1930-31 is also evident in the settings, architecture, costumes, music, hair styles, and other props. Several scenes are in Spanish, with sub-titles, to accentuate the film's air of realism.

The film has a clear conflict, concretized in particular individuals. The narrative development is compelling, with exposition, including arguments and counterarguments, economically and dramatically presented. Acting and writing is generally highly effective. Confrontations between Chicanos and Anglos are tension-filled, particularly the courtroom scenes. Another striking scene involves a truant officer threatening a Chicana housewife, who responds with scathing irony and sarcasm, a defiance that symbolically embodies Chicano resistance to Anglo oppression and injustice.

The Lemon Grove Incident achieves several significant effects. The film disspells the myth of Mexican American passivity or lack of resistance prior to 1965. The value of education for Chicanos is underlined. Also significant is the organizing of Chicano parents for the purpose of struggling against second-class status. The consequences were serious, including deportation, loss of jobs, and harrassment, but the Mexican-Americans were courageous. Planning and implementing a successful course of action vindicated the Chicano presence in the United States. Mexican immigrants were transformed into Mexican-Americans with an important stake in Southern California.

A number of characters stand out in the midst of a portrait of a Chicano collective protagonist. Juan González (forcefully portrayed by Guillermo Gómez-Peña) emerges as a leader of the Chicano parents. The concerned Mexican Consul (Leon Singer) and a resistant Chicana housewife (Luisa Vargas) are also noteworthy. A large cast includes Mexican-American and Anglo children, a lawyer, judge, teachers, and school board members, all part of the human dimension that captures our interest. No one character, however, is central; instead, it is the social situation, the opposing characters in the well-drawn battlelines, that engages the viewer.

The Lemon Grove Incident, although a complex, ambitious film that evinces a high degree of polish, is at times uneven. Some scenes are ackwardly staged and some acting performances are spotty. A problem in the resolution is the judge's rendering a decision with deus ex machina abruptness that is only somewhat tempered to avoid too flat and pat an ending and yet allow for a satisying sense of completeness.

Still, Paul Espinosa, the producer and writer, has brought forth an excellent film in many regards. Espinosa's previous work includes The Trail North and Ballad of an Unsung Hero (a highly recommended exploration of discrimination). Frank Christopher, who directed an Oscar-nominated documentary on El Salvador, In the Name of the People (1984), also deserves credit for his work as director and editor. The Lemon Grove Incident has won a number of well-deserved awards, such as the Gold Award--Top Honor--at the Houston International Film

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Festival; a CINE Golden Eagle; Finalist at the American Film Festival in New York City; Recognition of Special Merit from the California School Boards Association, and others.

The Lemon Grove Incident, in short, is an impressive achievement, a significant example of Chicano cinema that is stimulating and thought-provoking, serious and engrossing, a slice of Chicano social history that has been vibrantly brought to life, a model of the kind of ambitious, provocative Chicano film that demonstrates the continuing vitality of Chicano cinema.

Arthur Ramírez
San Diego State University

CALÓ (SLANG) AND SPANISH VOCABULARY IN ZOOT SUIT

1. Downey Rifa! - Downey rules - 38 rifa
2. Toma! - here
3. The mono - movie
(s) 4. Pues mira! - well look
5 Vato - vata - guy, girl
6. Pachuco - zoot suit
7. Pachucada - zoot suit gang
8. Más chucote que la chingada - more pachuco than anyone
9. Ese - hey, guy, you
10. Carnal, carnala - brother, sister
11. Calmantes montes chicaspatas - cool it Mexican
s) 12. Muy - very
(s) 13. Puto - queer, gay - puta - prostitute
14. Te curas - you dig
15. Ya estuvo - ya estufas - it's over
(s) 16. Pendejo! - stupid
(s) 17. El pueblo de Nuestra Senora de Los Angeles - L.A.
18. Con tus buenas garras - with your fine threads
19. Estas cochinadas de zoot suit - dumb zoot suit clothes
20. Chale! - come on - shut up - no, you're putting me on.
21. Horale jefita! Unas de lamina con unas de cemento - Hey mom,
how about some tortillas and beans de volada.
(s) 22. Bendito sea Dios! - Thanks be to God
23. Pinche beans! - *#$**/' beans
24. De tal palo tal astillota - chip off the old block
25. Animese! - tu sabes - Have courage - come on - you know
26. Pachuco mierda! - pachuco shit
27 Hay los wacho - see you later.
(s) 28. Me lleva la chingada! - Well I'll be a S.O.B.
29. De aquellas - out of sight
30. Throwing chingazos - throwing blows
(s) 31. Sabes que - you know what
32. Simón - yes
33. Horale! - O.K., watch out
34. Güisa - girlfriend, ruca, chavalona - girl
35. Been looking for pedo - looking for fight
36. Being culo - being afraid or backing off
(s) 37. Qué traes cabrón! - What's up S.O.B.
38. Ese Rafa, te estoy wachando ese - Say Ralph, I'm watching you.
39. Mi apá - my father, mi amá - my mother
40. Puta Navy and Marines - S.O.B. Navy and Marines
41. Puro pedo! - a bunch of bull shit
42. Me entiendes Mendez - you understand
43. Te wachas bien gacho - you look like shit
44. Callate el hocico! - shut up
45. Um pues, ya te chingaron! - They got you now!
46. Póngase trucha - Be on your toes
47. No te hagas gacho - Don't be that way

NOTE: (s) = Spanish

Pepe: Villarino
SDSU
Chicano Studies'

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Having defined this group of Mexican-Americans in general terms let us provide a deeper understanding of the culture which they have brought with them from Mexico.

Degrees of Assimilation of the Mexican-American:

Category	1st Generation	2nd Generation	Americanized	Unifier
LANGUAGE	Spanish	Spanish & English (poor)	English	English & Spanish
VALUES	Mexican	Conflict	American	American & Mexican
FRIENDS	Mexican	Mex-Amer, a few Anglos	Anyone	Anyone
RELIGION	Catholic	Catholic, many leaving church	Diverse	Diverse, mostly Catholic
EDUCATION	Grade 4 or less	Do not finish high school (generally)	Some H.S. to college degrees	Above H.S., mostly college degrees
ATTITUDE TOWARD EDUCATION	Grateful for the opportunity	Negative, lack self confidence	Varied/like Anglos	Very positive
OCCUPATION	Unskilled, farmers, gardeners, housekeepers, maintenance	Unskilled & semi-skilled	Diverse	Semi-professional & professional

From "Understanding Your Mexican American Stud
by María Nieves Perman
Hilda Inzunza
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3)							
4)							
5)							
6)							
7)							
8)							
9)							
10)							
11)							
12)							

THE POWER OF "PUT"

1.	write	The teacher put the words on the blackboard.
2.	hang	The student put the map on the wall.
3.	decorate	My father put the lights on the tree.
4.	salt	Don't put too much salt on your food.
5.	raise	Put your hands up!
6.	dress	John put his clothes on.
7.	store	I put the food away.
8.	water	She put some water on the flowers.
9.	assemble	He put the radio together.
10.	pack	She put the dishes in a box.
11.	replace	He put the book back on the shelf.
12.	recline	Put your head back.
13.	deposit	I put $100 in the bank.
14.	include	They put a lot of facts in this report.
15.	extend	Put out your tongue for the doctor.
16.	supress	The army put down the revolution.
17.	invest	He put a lot of money in that company.
18.	publish	Her book was put out in England.
19.	drop	I put the potatoes in the soup.
20.	add	Put some more sugar in my coffee.
21.	postpone	The meeting will be put off until next Monday.
22.	issue	The government put out a new stamp.
23.	bake	She put the bread in the oven.
24.	conscript	All the young men were put into the army.
25.	sign	He put his name on the report.
26.	kiss	She put her lips to mine.
27.	hug	He put his arms round her.
28.	mix	She put the eggs and milk together.
29.	sew	I put a button on my coat.
30.	install	They put a new sink in.
31.	pour	She put some milk in her glass.
32.	pretend	He put on a serious look.
33.	produce	The factory put out 1,000 cars a day.
34.	elect	We put him in Congress.
35.	go	The ship put out to sea.
36.	execute	He was put to death.
37.	ruin	They were put out of business
38.	insert	I put my key in the lock.
39.	conclude	She put the contract through.
40.	jail	He was put into jail.
41.	telephone	He put a call through to Australia.
42.	circulate	A rumor was put out.
43.	test	It was put to the test.
44.	interject	I couldn't put a word in.
45.	discourage	She was put off by his answer.
46.	create	Why was he put on this earth?
47.	communicate	He put his ideas across very well.
48.	hide	Put it out of view.
49.	set	They put the dishes on the table.
50.	cover	She put a top on it.

51.	forget	I put it out of my mind.
52.	plant	She put some flowers by her front door.
53.	fix	He put his car in good condition.
54.	cause	It put me in a lot of trouble.
55.	entrust	They put the problem in my hands.
56.	submit	We put the forms in more than a month ago.
57.	impede	He put a lot of problems in my way.
58.	extinguish	She put the fire out.
59.	bury	It was put to rest.
60.	ask	I put two questions to him.
61.	register	His father put him in a good school.
62.	stamp	They put a stamp in my passport.
63.	lay	I put the book on the table.
64.	discipline	my mother put me in the corner.
65.	synchronize	We put the music and actions together.
66.	expel	He was put off the train.
67.	arrange	I put everything in its place.
68.	air	She put the blankets out the window.
69.	switch	Put the lights on.
70.	place	They put the knives with the spoons.
71.	balance	We put the machine in balance.
72.	fire	He put a match to the paper.
73.	realize	My idea was put into practice.
74.	identify	She put her finger on it.
75.	actualize	The new law was put into effect.
76.	locate	The camp was put among the trees.
77.	hammer	I put a nail in the wall.
78.	lodge	We can put him up for two nights.
79.	threaten	He put a gun in my back.
80.	hold	They put on a big party.
81.	caress	She put her fingers along his arm.
82.	tolerate	How do you put up with that noise.
83.	translate	They can now put their ideas into English.
84.	kill	The cat was put to sleep.
85.	deceive	They can't put anything over on me.
86.	separate	Put them farther apart.
87.	mislead	The police were put off the track.
88.	broadcast	It was put out over the radio.
89.	inject	She put the medicine directly into my vein.
90.	can	I will put up a lot of vegetables this year.
91.	land	He put the plane down safely.
92.	activate	The army was put into action.
93.	mail	I put my letter into the post box.
94.	wrap	They put some paper round it.
95.	employ	Put him to work.
96.	build	They put up a new building.
97.	roof	I put a new roof on my house.
98.	penetrate	He put his foot through the ice.
99.	holster	They put their guns away.
100.	imagine	Put yourself in my place

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1994
EXAMINATION ANNOUNCEMENT

Federal Court Interpreter Spanish/English Written Examination
and
Federal Court Interpreter Written English Examination for Cantonese, Mandarin, Korean, Arabic, Polish, Italian, Russian, Mien, and Hebrew

WRITTEN EXAM DATE: Saturday, August 27, 1994
WRITTEN EXAM TIME: 1:00 p.m. to 4:00 p.m. for Spanish/English written examination
1:00 p.m. to 3:00 p.m. for all other written examinations
(except Honolulu: 9:00 a.m. to Noon for the Spanish/English examination and 9:00 a.m. to 11:00 a.m. for all other examinations).

Deadline for application: All applications must be postmarked no later than July 1, 1994. Applications sent by express mail service must also be originated no later than July 1, 1994. No application sent after this date will be honored.

Purpose: Pursuant to 28 U. S. C. § 1827 (commonly referred to as the *Court Interpreters Act*), any person appearing in federal district courts in a civil or criminal case (brought by the government) who does not speak English, or who is hearing impaired, is entitled to a certified interpreter or, if certification is unavailable, the services of an otherwise qualified interpreter. This written examination constitutes the first step in achieving certification or otherwise qualified status. The Administrative Office of the United States Courts will provide the courts with a roster of court interpreters who have met all qualifications established for each language. As the federal courts require full-time salaried interpreters, the interpreter will be chosen from eligibility lists. The annual salary range is JSP-10 to JSP-14 ($31,898-$76,733) for full-time salaried interpreters. For freelance interpreters working in federal court, the fee is $250 for a full day and $135 for a half day.

Spanish, Cantonese, Mandarin, and Korean - ***Full Certification***
Candidates who have successfully completed the appropriate written examination will be eligible to participate in the anticipated oral interpreting skills examination for their language. Candidates who successfully complete the oral examination will be awarded full certification to interpret in United States District Courts. It is anticipated that these oral examinations will be administered in 1995.

Arabic, Polish, Italian, Russian, Mien, and Hebrew - ***Otherwise Qualified Status***
Candidates who have successfully completed the English written examination will be eligible to participate in the Otherwise Qualified Status process(es) wherein additional qualifications and credentials are required (specific requirements will be made available). Candidates who successfully complete Otherwise Qualified process(es) will be awarded Otherwise Qualified Status to interpret in United States District Courts. These processes are tentatively scheduled to commence in 1995.

Successful completion of these examinations does not constitute an offer of employment by the United States Courts. Candidates may not attempt to register for the oral examination or submit credentials for review until they have successfully completed the written English proficiency examination.

Duties: All or some of the following are required duties of federal court interpreters: interpreting verbatim in the simultaneous or consecutive mode a foreign language into English and vice versa at arraignments, preliminary hearings, pre-trial motions, trials, and other court proceedings; transcribing from tape recordings; translating technical, medical, and legal documents and correspondence. The interpreter must render the interpretations and translations with as high a degree as possible of fidelity to the style and language level of the original source.

Requirements/Eligibility: The Spanish/English written examination will test bilingual skills in both Spanish and English. The written English examination for Cantonese, Mandarin, Korean, Arabic, Polish, Italian, Russian, Mien, and Hebrew will test English proficiency only. The difficulty of the written examinations are at the college level of proficiency and successful completion of the oral skills examination or the Otherwise Qualified process(es) would normally require prior training or professional experience in simultaneous and consecutive interpretation and sight translation.

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APPLICATION FORM - 1994 FEDERAL COURT INTERPRETER WRITTEN EXAMINATION

APPLICANT NAME

____________ ____________________
IST LAST

AILING ADDRESS (including Apt. or Suite number)

____________________ ________
STREET APT./SUITE #

____________________ ________ ________
CITY STATE ZIP

TELEPHONE NUMBERS

( ) ____________ ( ) ____________
DAY NUMBER EVENING NUMBER

WRITTEN EXAMINATION CITY

____
select from the enclosed list of projected examination cities)

DATE OF BIRTH

___/___/___

SOCIAL SECURITY #

____-____-____

IMPORTANT To expedite processing of application,
e list the number of the enclosed check/money order ________

LANGUAGE OF INTEREST
(check all that apply and include payment of $80 for each language requested)

____ Spanish
____ Korean
____ Italian
____ Hebrew
____ Mandarin
____ Arabic
____ Russian
____ Cantonese
____ Polish
____ Mien

FEES DUE (make check or money order payable to *University of Arizona*)

No. of languages requested ____ x $80 = ________

DEADLINE FOR APPLICATION

Application must be postmarked or originated through express mail service no later than July 1, 1994. No application sent after this date will be honored.

SPECIAL ARRANGEMENTS

DUE TO KEEPING OF THE SABBATH

____ Please check here if you observe the Sabbath and, therefore, are unavailable for testing on a Saturday.

DUE TO PHYSICAL DISABILITY

Individuals requiring accommodation due to a physical disability in order to participate in this examination should contact Ms. Victoria Vasquez, Assistant Director at 602/621-3686 by July 1, 1994.

____ *I have a disability and I have __called__ the University of Arizona to notify them of my need for special arrangements.*

Hearing-impaired persons may telephone the University of Arizona by means of a Telecommunications Device for the Deaf (TDD). This communication may be voice or TDD readout. Dial 602/621-3268 (TDD), 602/621-3274 (TDD), or 602/621-5176 (TDD).

Blind candidates should either have someone fill out this application with you or call 602/621-3686 to request an audiocassette application. Audio or written requests will be accepted.

Mail application to: Federal Court Interpreter Certification Project, Modern Languages Bldg., Room 445, University of Arizona, Tucson, AZ, 85721

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The comprehensive written examinations assess proficiency in a given language; the content items do not necessarily require special expertise in court vocabulary. Candidates may retake the examinations once each time it is offered, if necessary. There are no formal educational requirements for certification, either in language proficiency or interpreting. However, the Otherwise Qualified status will take into account educational attainment, as well as other factors, such as membership in selected and approved professional interpreting organizations and achievement on other reliable and valid nationally recognized language proficiency examinations, and performance on back-translation exams.

__Fee__: The fee for the written exam is $80. Only personal checks, money orders, and cashier's checks are accepted. Returned checks will be assessed a $15 fee. Applications without the required fee will not be processed. An additional fee will be charged for the anticipated oral examinations and Otherwise Qualified process(es).

Application: Please register by filling out and returning the attached application form. If an application form is not attached, type or print clearly the following information on an 8½ x 11 sheet of paper:

1. Name
2. Mailing address
3. Daytime telephone number
4. Evening telephone number
5. Specify language(s) of interest
6. City for written examination (see list below for sites)
7. Date of birth
8. Social Security Number
9. Special arrangements necessary because of physical disability or keeping of the Sabbath (explain)
10. Indicate whether or not you have taken the written examination before (Spanish only)
11. Former name (if any)
12. Check or money order number

Send an $80 personal check, money order, or cashier's check made out to University of Arizona along with the above information to: Federal Court Interpreter Project, Modern Languages Building, Room 445, University of Arizona, Tucson, Arizona 85721.

Federal Court Interpreter Project Hours: 8 a.m. - 5 p.m. (Mountain Standard Time)

Telephone Number: (602) 621-3687 FAX: (602) 624-8130

Projected Examination Sites:

Alaska:	Anchorage	**Minnesota:**	Minneapolis
Arizona:	Phoenix, Tucson	**Missouri:**	Kansas City
California:	Fresno, Los Angeles, Monterey, Sacramento, San Diego, San Francisco	**Nevada:**	Las Vegas, Reno
Colorado:	Denver	**New Jersey:**	Newark, Trenton
Connecticut:	Hartford	**New Mexico:**	Albuquerque, Las Cruces
District of Columbia:	Washington, D.C.	**New York:**	Brooklyn, Manhattan, Buffalo
Florida:	Miami, Orlando	**Ohio:**	Cincinnati, Cleveland
Georgia:	Atlanta	**Oregon:**	Portland
Hawaii:	Honolulu	**Puerto Rico:**	San Juan
Idaho:	Boise	**Tennessee:**	Memphis
Illinois:	Chicago	**Texas:**	Brownsville, Corpus Christi, Dallas, Houston, Laredo, San Antonio
Louisiana:	New Orleans	**Utah:**	Salt Lake City
Iowa:	Sioux City	**Washington:**	Seattle
Massachusetts:	Boston		

Exam Procedures: You will receive an admission ticket to the examination shortly before the written exam date. It will list the exact location of the exam. Present the admission ticket and a photo identification---driver's license, passport, work/student identification, and so forth--to be admitted to the exam. NOTE: Additional information concerning the written examination will be sent to you upon registration.

Please share this announcement with friends and colleagues who may be interested in participating in this examination process.

Notice: The Federal Court Interpreter Certification Project, under the auspice of the National Center for Interpretation Testing, Research and Policy at the University of Arizona, has assumed the development and administration of these examinations under contract to the Administrative Office of the United States Courts.

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Courtesy of
U.S. Senator S. I. Hayakawa

95TH CONGRESS
1ST SESSION

S. 1315

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 8, 1977
Referred to the Committee on the Judiciary

AN ACT

To provide more effectively for the use of interpreters in courts of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Bilingual, Hearing, and Speech Impaired Court Interpreter Act".

SEC. 2. (a) Chapter 119 of title 28, United States Code, is amended by adding at the end thereof the following new sections:

"§ 1827. Interpreters in courts of the United States

"(a) The Director of the Administrative Office of the United States Courts shall establish a program to facilitate the use of interpreters in courts of the United States.

I

"(b) The Director shall prescribe, determine, and certify the qualifications of persons who may serve as certified interpreters in courts of the United States in bilingual proceedings and proceedings involving the hearing or speech impaired, and in so doing, the Director shall consider the education, training, and experience of those persons. The Director shall maintain a current master list of all interpreters certified by him and he shall report annually on the frequency of requests for, and the use and effectiveness of, interpreters. The Director shall prescribe a schedule of fees for services rendered by interpreters.

"(c) Each district court shall maintain on file in the office of the clerk of court a list of all persons who have been certified as interpreters (including bilingual interpreters and oral or manual interpreters for the hearing impaired and speech impaired) by the Director of the Administrative Office of the United States Courts in accordance with the certification program established pursuant to subsection (b) of this section.

"(d) In any criminal action or civil action initiated by the United States where the presiding judicial officer determines on his own motion or on the motion of a party that (i) a criminal defendant or a party speaks only a language other than the English language, suffers from a hearing impairment, or suffers from a speech impairment which will inhibit comprehension of the proceedings or communication with counsel and the presiding judicial officer, or (ii) in the course of such proceedings, testimony may be presented by any person who speaks only a language other than the English language, suffers from a hearing impairment, or suffers from a speech impairment which will inhibit comprehension of questions and presentation of testimony, the presiding judicial officer shall order that the necessary interpretation be provided and shall obtain the services of a certified interpreter for that party or person in accordance with subsection (c) of this section.

"(e) (1) In any action in a court of the United States where the services of an interpreter are to be utilized by the presiding judicial officer, the defendant, a party or non-Government witness, pursuant to a finding of need for interpreter services under subsection (d), the presiding judicial officer, with the assistance of the Director of the Administrative Office of the United States Courts, shall utilize the services of the most available certified interpreter, or when no certified interpreter is reasonably available, as determined by the presiding judicial officer, the services of an otherwise competent interpreter.

"(2) In any action in a court of the United States where the services of an interpreter are to be utilized by the United States attorney for a Government witness, the United

States attorney, with the assistance of the Director of the Administrative Office of the United States Courts, shall utilize the services of the most available certified interpreter, or when no certified interpreter is reasonably available, as determined by the presiding judicial officer, the services of an otherwise competent interpreter.

"(3) If any interpreter is unable to communicate effectively with the presiding judicial officer, the United States attorney, the defendant, a party, or a witness, the presiding judicial officer shall dismiss such interpreter and obtain the services of another interpreter in accordance with the provisions of this subsection.

"(4) In all actions not covered by paragraph (1) of this subsection, the person requiring the services of an interpreter may seek assistance of the clerk of court or the Director of the Administrative Office of the United States Courts in obtaining the assistance of a certified interpreter.

"(f) (1) The defendant in any criminal action in a court of the United States, or a party in any civil action in a court of the United States, who is entitled to an interpretation pursuant to a finding of need for interpreter services under subsection (d) may waive the interpretation in whole or in part. Such a waiver must be (i) made expressly by the defendant or party upon the record after the opportunity to consult with counsel and after the presiding judicial officer has explained to the defendant or party, utilizing the services of an interpreter obtained in accordance with subsection (e) of this section, the nature and effect of the waiver, and (ii) approved by the presiding judicial officer.

"(2) A defendant or party who waives his right to an interpreter provided pursuant to subsection (d) may utilize the services of noncertified interpreter of the person's choice at personal expense.

"(g) (1) In criminal actions and civil actions initiated by the United States, the salaries, fees, expenses, and costs incident to providing the services of an interpreter pursuant to subsection (c) (1) of this section shall be paid by the Director from funds appropriated to the Federal judiciary: *Provided*, That a presiding judicial officer, in his discretion, may direct that all or part of the expenses shall be apportioned between or among the parties or shall be taxed as costs in a civil action.

"(2) In criminal actions and civil actions initiated by the United States, the salaries, fees, expenses, and costs incident to providing the services of an interpreter pursuant to subsection (c) (2) of this section shall be paid by the Attorney General from funds appropriated to the Department of Justice: *Provided*, That a presiding judicial officer, in his discretion, may direct that all or part of the expenses shall be apportioned between or among the parties or shall be taxed as costs in a civil action.

"(3) Any moneys collected pursuant to this subsection may be used to reimburse the appropriations obligated and disbursed in payment for such services.

"(h) In any action in a court of the United States where the presiding judicial officer establishes, fixes, or approves the compensation and expenses payable to an interpreter from funds appropriated to the Federal judiciary, the p siding judicial officer shall not establish, fix, or approve compensation and expenses in excess of the maximum allowable under the schedule of fees for services prescribed pursuant to subsection (b) of this section.

"(i) The term 'presiding judicial officer' as used in this section includes a judge of the United States, a United States magistrate, a referee in bankruptcy, and a judge in any court created by Act of Congress in a territory which is invested with any jurisdiction of a district court of the United States

"(j) The term 'court of the United States' as used in this section includes any court created by Act of Congress in a territory which is invested with any jurisdiction of a district court of the United States.

"(k) The interpretation provided by certified interpreters pursuant to this section shall be in the consecutive mode except that the presiding judicial officer, with the approval of

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all interested parties, may authorize a summary interpretation when he determines that a summary interpretation will be adequate for the material to be interpreted.

"§ 1828. Special interpretation services

"(a) The Director of the Administrative Office of the United States Courts shall establish a program for the provision of special interpretation services in criminal actions and in civil actions initiated by the United States, when the provision of such services will aid in the efficient administration of justice. The program shall provide a capacity for simultaneous interpretation services in multidefendant criminal actions and multidefendant civil actions, and shall include necessary services for persons who speak only a language other than the English language, hearing impaired persons, and speech impaired persons. The presiding judicial officer on his motion or on the motion of a party may order the special interpretation services be provided.

"(b) Upon the request of any person in any action for which special interpretation services established pursuant to subsection (a) are not otherwise provided, the Director, with the approval of the presiding judicial officer, may make such services available to the person requesting the services on a reimbursable basis at rates established in conformity with section 501 of the Act of August 31, 1951 (ch. 376, title 5, 65 Stat. 290; 31 U.S.C. 483a): *Provided*, That the

Director may require the prepayment of the estimated expenses of providing the services by the person requesting them.

"(c) The expenses incident to providing services pursuant to subsection (a) of this section shall be paid by the Director from funds appropriated to the Federal judiciary: *Provided,* That a presiding judicial officer, in his discretion, may direct that all or part of the expenses shall be apportioned between or among the parties or shall be taxed as costs in a civil action: *Provided further,* That any moneys collected pursuant to the first proviso of this subsection may be used to reimburse the appropriations obligated and disbursed in payment for such services.

"(d) Appropriations available to the Director shall be available to provide services in accordance with subsection (b) of this section: *Provided,* That moneys collected by the Director pursuant to that subsection may be used to reimburse the appropriations charged for such services: *Provided further,* That a presiding judicial officer, in his discretion, may direct that all or part of the expenses shall be apportioned between or among the parties or shall be taxed as costs in the action.

"(e) The term 'presiding judicial officer' as used in this section includes a judge of the United States, a United States magistrate, a referee in bankruptcy, and a judge in any court created by Act of Congress in a territory which is invested with any jurisdiction of a district court of the United States.".

(b) The analysis of chapter 119 of title 28, United States Code, is amended by adding at the end thereof the following:

"1827. Interpreters in courts of the United States.
"1828. Special interpretation services.".

SEC. 3. Section 42 of the Puerto Rico Federal Relations Act (48 U.S.C. 864) is amended by striking out the last sentence of such section and inserting the following new sentences: "Initial pleadings in the United States District Court for the District of Puerto Rico may be filed in either the Spanish or English language and all further pleadings and proceedings shall be in the English language, unless upon application of a party or upon its own option, the court, in the interest of justice, orders that the further pleadings or proceedings, or any part thereof, shall be conducted in the Spanish language. The written orders and decisions of the court shall be in both the Spanish and Eng. languages. If an appeal is taken of a trial or proceeding conducted in whole or part in the Spanish language, the record or necessary portions of it, shall be translated into the English language. The cost of the translation shall be paid by the district court or by the parties, as the judge may direct. All appellate documents shall be in the English language.

SEC. 4. (a) Chapter 121 of title 28, United States Code, is amended by adding at the end thereof the following new section:

"§ 1869a. Language requirements in Commonwealth of Puerto Rico

"No person shall be disqualified for service on a grand or petit jury summoned in the Commonwealth of Puerto Rico solely because such person is unable to speak, read, write, and understand the English language if such person is able to speak, read, write and understand the Spanish language.".

(b) (1) Section 1865 (b) of such title is amended by striking out "In making" and inserting in lieu thereof "Except as provided in section 1869a of this title, in making".

(2) Section 1869 (h) of such title is amended by inserting after "English language" the following: " (except as provided in section 1869a of this title) ".

(c) The analysis of such chapter 121 is amended by adding at the end thereof the following new item:

"1869a. Language requirements in Commonwealth of Puerto Rico.".

SEC. 5. Section 604 (a) of title 28, United States Code, is amended—

(a) by striking out paragraph (10) and inserting in lieu thereof:

"(10) (A) Purchase, exchange, transfer, distribute, and assign the custody of lawbooks, equipment, supplies, and other personal property for the judicial branch of Government (except the Supreme Court unless otherwise provided pursuant to paragraph (17)); (B) provide or make available readily to each court appropriate equipment for the interpretation of proceedings in accordance with section 1828 of this title; and (C) enter into and perform contracts and other transactions upon such terms as he may deem appropriate as may be necessary to the conduct of the work of the judicial branch of Government (except the Supreme Court unless otherwise provided pursuant to paragraph (16)): *Provided,* That contracts for nonpersonal services for pretrial services agencies, for the interpretation of proceedings, and for the provision of special interpretation services pursuant to section 1828 of this title may be awarded without regard to section 3709 of the Revised Statutes of the United States, as amended (41 U.S.C. 5);";

(b) by redesignating paragraph (13) as paragraph (17); and

(c) by inserting after paragraph (12) the following new paragraphs:

"(13) Pursuant to section 1827 of this title, establish a program for the certification and utilization of interpreters in courts of the United States;

amended further by inserting after subsection (c) the following new subsections:

"(f) The Director may make, promulgate, issue, rescind, and amend rules and regulations (including regulations prescribing standards of conduct for Administrative Office employees) as may be necessary to carry out his functions, powers, duties, and authority. The Director may publish in the Federal Register such rules, regulations, and notices for the judicial branch of Government which he determines to be of public interest; and the Director of the Federal Register hereby is authorized to accept and shall publish such materials.

"(g) (1) When authorized to exchange personal property, the Director may exchange or sell similar items and may apply the exchange allowance or proceeds of sale in such cases in whole or in part payment for the property acquired: *Provided*, That any transaction carried out under the authority of this subsection shall be evidenced in writing.

"(2) The Director hereby is authorized to enter into contracts for public utility services and related terminal equipment for periods not exceeding ten years.".

SEC. 7. Section 602 of title 28, United States Code, is amended by striking out the present section and inserting in lieu thereof the following:

The Director may delegate any of his functions, powers, duties, and authority (except the authority to promulgate rules and regulations) to such officers and employees of the judicial branch of Government as he may designate, and subject to such terms and conditions as he may consider appropriate; and may authorize the successive redelegation of such functions, powers, duties, and authority as he may deem desirable. All official acts performed by such officers and employees shall have the same force and effect as though performed by the Director in person.".

SEC. 8. Section 603 of title 28, United States Code, is amended by striking the second paragraph thereof.

SEC. 9. Section 1920 of title 28, United States Code, is amended by inserting after paragraph (5) the following new paragraph:

"(6) Compensation of court appointed experts, compensation of interpreters, and salaries, fees, expenses, and costs of special interpretation services under section 1828 of this title.".

SEC. 10. Section 5(b) of the Act of September 23, 1959 (Public Law 86-370, 73 Stat. 652), is repealed.

SEC. 11. There are authorized to be appropriated to the judicial branch of Government such sums as may be necessary to carry out the amendments made by this Act.

IF YOU SPEAK A FOREIGN LANGUAGE,

THE FBI WOULD LIKE TO SPEAK TO YOU.

Special Agent

The Special Agent position requires a Baccalaureate degree in any discipline, plus fluency in a language for which the Bureau has need. Applicants must be U.S. citizens, be available for assignments anywhere in the Bureau's jurisdiction, be between the ages of 23 and 37, possess a valid driver's license, and be in excellent physical condition allowing the use of firearms and defensive tactics. Other qualifications also exist. Processing includes foreign language proficiency and other testing, interview, physical examination, fitness and drug testing and a background investigation. Entry-level salary is $29,511 with an additional compensation of as much as $7,377 for overtime after completion of a 16-week training school, for a starting salary of $36,888.

Language Specialist

The primary duty of a Language Specialist is translating from a foreign language into English, a wide variety of both oral and written material. Entry level salary varies depending upon experience and education from $21,906 to $32,423. If you are a U.S. citizen, a high school graduate, and can pass a language proficiency test, you could be considered for the FBI's Language Specialist position. Processing includes an interview, Foreign Language Proficiency testing, physical examination and background investigation.

Contract Linguists

Contract Linguists must meet all of the requirements of Language Specialist, including language proficiency testing, education and the background investigation. Contract Linguists are self-employed and must independently negotiate their contracts. Work is available in many major U.S. metropolitan areas and hours may be part time and arranged as mutually agreed with the local FBI office and availability of assignments. Because of the nature of FBI work, most Contract Linguists work in FBI office space.

There are a variety of benefits in FBI employment which include group health and life insurance, a retirement plan, as well as sick and vacation pay.

For further information, including application form, write:
FBI Headquarters, Personnel
Resources Unit, Room 7455, 10th
and Pennsylvania Ave., N.W.,
Washington, DC 20535.

The test was scored in two ways. First, an objective score measured the number of errors of meaning made in the interpretation. Certain words and phrases were underlined in the examination which were considered critical in measuring performance. An error was counted if, for example, an underlined word or phrase were omitted, or if there were a significant grammatical error which changed the meaning of the speaker's ideas, or if a poor vocabulary choice distorted the meaning. If on the other hand, there were an insignificant grammatical error such that the meaning or intent of the word or phrase was not changed, it was not counted as an error. Following is a list of the number of errors you made on the examination. No more than 47 errors were allowed to obtain a passing score out of a possible 220.

OBJECTIVE TALLY

Part		No. of Errors
I.	Sight Translation: English - Simulated Deposition	
	Spanish - Formal Contract	
II.	Opening Statement Simultaneous	
III.	Cross Examination: Consecutive	
	Simultaneous	
	Total	

The test was also scored on a subjective basis in two areas: (1) adaptability to the language level of the speaker in both Spanish and English. (In other words, when the judge spoke as a learned man or a peasant as an illiterate man, did they come across as such); (2) delivery of the material (in terms of diction, confidence of delivery, ease of speaking, flow of words, intonation, etc.).

Ratings were: superior (3), acceptable (2) or unacceptable (1) with an overall rating of acceptable necessary for passing:

OVERALL SUBJECTIVE ASSESSMENT TALLY

Part	3 = Superior 2 - Acceptable 1 - Unacceptable		
		Adaptability	Delivery
I.	Sight Translation: English - Simulated Deposition		
	Spanish - Formal Contract		
II.	Opening Statement Simultaneous		
III.	Cross Examination: Consecutive		
	Simultaneous		

	S	A	U
Holistic Assessment	☐	☐	☐

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LAYMAN'S GLOSSARY OF SELECTED CRIMINAL LAW TERMS

GLOSARIO INFORMAL DE EXPRESIONES LEGALES

ACCUSED. A person charged with having committed a crime or punishable offense.

ACUSADO. Una persona a quien se denuncia por haber cometido un crimen o delito castigable.

ACQUIT. A court declaration that a person is not guilty of the crime charged after the evidence against him has been considered.

ABSOLVER. Una declaración por la corte de la inocencia de un acusado después de haber considerado la evidencia en su contra.

ADMISSION. A voluntary oral or written statement made by a person or his lawyer of the existence of a fact or circumstance from which guilt may be inferred. It only tends to prove the offense charged: it is not a confession of guilt.

ADMISIÓN. Una declaración voluntaria ya sea verbal o por escrito, de una persona, o su abogado, de las circunstancias que parecen apoyar el lado contrario. No es confesión de culpabilidad.

AFFIDAVIT. A written statement of facts made voluntarily under oath, taken before an officer having authority to administer such oath, usually a notary public. The opposing side has not had a chance to ask questions of the affiant (the person giving the affidavit) but because the statement was made under oath, it may be accepted as evidence in court.

DECLARACIÓN JURADA. Una declaración de hechos dada voluntariamente y bajo juramento a un oficial tal como un notario público que tiene la autoridad de recibir juramentos. Siendo que la declaración es hecha bajo juramento puede ser aceptable como evidencia en una corte aunque el lado contrario no haya tenido oportunidad de hacerle preguntas directamente.

AFORETHOUGHT. Premeditation or thinking of doing something before actually doing it.

CON PREMEDITACIÓN, DELIBERADO. El pensar anticipadamente y con deliberación de hacer algo antes de realmente hacerlo.

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ALIBI. Means that the accused was at a different place than where the crime of which he is accused was committed such that he could not possibly be the one that committed it.

COARTADA, DEFENSA (voz latina). Cuando un acusado tiene pruebas de no haber estado en un lugar al tiempo de que se trata, de manera que él no podría haber participado en lo que se le acusa.

ANSWER. A formal written statement by a defendant which either denies the plaintiff's charges or allegations or confesses some or all of them but alleges a defense. It can also mean the reply to a question or interrogatory.

CONTESTACIÓN A LA DEMANDA. La respuesta formal y escrita por el acusado que niega parte o todas las acusaciones del acusador, o confiesa a algunos de ellos pero alega la defensa. Puede también significar la respuesta a una pregunta o interrogatoria.

APPEAL. It generally refers to a complaint made to a higher court to review a trial which took place in a lower court. The higher court is asked to determine if a mistake was made concerning facts in the case or in applying the law to the case.

APELACIÓN. Cuando un caso se lleva de una corte a otra corte superior para que se determine si se cometió un error en los hechos o en la aplicación de la ley.

APPEARANCE. A formal proceeding by which the defendant submits or presents himself to the court.

PRESENTARSE. Un proceso formal donde el acusado se presenta ante la corte.

ARRAIGNMENT. The presentation of the accused to the court where he is formally informed of the charges being brought against him. At this time he can plead guilty or not guilty to the crime charged (his lawyer must be present to advise him).

ACUSACIÓN. La presentación del acusado a la corte en donde formalmente se le informa de lo que se le acusa. El acusado [illegible] de ser acompañado por su abogado y declararse

ARREST. Taking a person into official custody who is suspected of a crime.

APRESAR, ARRESTAR. Detener oficialmente a una persona que se sospeche haya cometido un crimen.

ARREST WARRANT. A written order by a magistrate for the arrest of the person named in it, who is accused of an offense.

MANDAMIENTO DE ARRESTO. Una orden escrita por el magistrado para la detención de un sospechoso.

ASSAULT. Intentionally injuring or threatening to and having the ability to injure another person. Usually a deadly weapon is not involved.

Aggravated Assault. Assault with the intention of committing an additional crime such as rape, murder or robbery. This class includes assault with a dangerous or deadly weapon.

ASALTO SENCILLO. Cuando una persona con habilidad de lastimar, amenaza o lastima a otros. Por lo regular este crimen no incluye asalto con armas.

Asalto Grave. Asalto con la intención de cometer adicionalmente un crimen grave como rapto, asesinato, o robo. Asalto grave incluye asalto con arma mortífera.

ATTORNEY AT LAW. A person who is authorized to represent people in the trying of cases or suits in court. A lawyer or counsel.

ABOGADO, LICENCIADO. Una persona autorizada y preparada para representar a otras personas en juicios o pleitos de corte. Un consejero con licenciatura en derecho.

ATTORNEY GENERAL. The chief law officer in both federal and state governments. His office represents the government and its agencies in court. His office also represents the people of the state and assists district attorneys in the prosecution of criminal cases.

PROCURADOR GENERAL, FISCAL. El abogado principal del gobierno federal y del estado. Su oficina representa al estado y agencias del estado en la corte. Su oficina representa también a la gente del estado, o sea al pueblo, y asiste a los fiscales o sea abogados de distrito en las prosecución de casos criminales.

BAIL. Posting bail means leaving a certain sum of money with the court so that you can be released from jail until your presence is needed in court. The money is supposed to serve as a guarantee that you will come back when called to appear in court, at which time your money will be returned to you.

FIANZA. El depósito en la corte de cierta cantidad de dinero a cambio de la libertad temporal de una persona. Éste sirve como garantía que la persona se presentará ante la corte en cierta fecha. Al presentarse se le devuelve su dinero.

BAIL BOND. There are people who will put up bail for you at a price. They will usually ask you or someone you know with property to sign a contract for the amount of the bond. If you don't show up in court the co-signer will be held responsible for the bond.

BONO DE FIANZA. El contrato por el préstamo de dinero para la fianza. Existen compañías que se especializan en esto, cobran ciertos intereses y por lo regular piden que un propietario firme el contrato poniendo su propiedad como garantía. Así, si el acusado no se presenta ante la corte cuando debe, se puede cobrar la propiedad.

BATTERY. It includes assault and the actual use of force or violence in injuring another person.

AGRESIÓN. Asalto y el uso de violencia o fuerza para lastimar a una persona.

BENCH WARRANT. A written order by the court, as distinguished from a warrant issued by a magistrate. It may be used for the arrest of a person. It is also used to bring in a witness by force who does not obey a subpoena to appear in court voluntarily.

AUTORIZACIÓN DE JUEZ PARA DETENCIÓN. Una orden escrita por el juez para la detención de una persona o para obligar a un testigo que testifique después de haberse negado a hacerlo voluntariamente.

BINDING OVER. The act by which a court requires a person to agree to appear in court for trial at a later date. It may require that the person furnish bail to insure his appearance in court.

PONER BAJO FIANZA O PROPIA RESPONSABILIDAD. Cuando la corte exige que un individuo acepte la responsabilidad de personalmente aparecer ante la corte o requiere que rinda fianza como comprobante que aparecerá.

BURDEN OF PROOF. The side who has to prove a fact or claim by presenting enough evidence to establish it as a true fact or claim has the burden of proof.

OBLIGACIÓN DE COMPROBAR. El lado a quien le corresponde presentar la evidencia suficiente para establecer los hechos verdaderos. Se dice que ese lado tiene la obligación de comprobar.

BURGLARY. Entering a house or a building in which the offender has no right to be, with the intent of committing a felony or a theft.

ROBO O DELITO GRAVE DENTRO DE UN EDIFICIO. El entrar a un edificio en donde el ofensor no tiene negocios o derechos con la intención de cometer robo o delito grave.

CAPITAL PUNISHMENT. A sentence of death for the convicted offender.

PENA DE MUERTE. El castigo mayor para un ofensor condenado.

CASE. A general term for a statement of facts or circumstances presented to a court for determination of a controversy between parties. Also known as a suit or action.

CAUSA, CASO, JUICIO, PLEITO. Una expresión general en donde se presentan ante la corte hechos o circunstancias sobre los cuales dos o más partes (lados) están en desacuerdo.

CHANGE OF VENUE. Changing a trial from one county or district to another county or district. This is frequently requested if it is thought that a defendant may not get a fair and impartial trial where the case was originally started.

TRASLADO DE JURIDICCIÓN. Cambiar un juicio de un condado o distrito a otro para que éste pueda ser justo e imparcial.

CHARGE. An accusation or complaint against a person of having committed a specific crime.

CARGO, ACUSACIÓN. Una acusación contra una persona de haber cometido un crimen específico.

CIRCUMSTANTIAL EVIDENCE. Indirect evidence of facts or circumstances from which the existence or non-existence of a fact may be inferred.

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[illegible]. A written order requiring the appearance of a person at the time and place named. It may be issued instead of taking the person under arrest. If he fails to appear, then an arrest warrant may be issued.

CITACIÓN. Una orden escrita pidiendo la presencia de una persona en cierta fecha y lugar. Si la persona no aparece, se puede dar una orden de arresto.

COMMUTATION. The lessening of a punishment as from death to life imprisonment.

CONMUTACIÓN, CAMBIO O AJUSTE DE SENTENCIA. Reducir un castigo. Por ejemplo, reducir a cadena perpetua o sea encarcelación por vida al castigo de pena de muerte.

COMPLAINT. An affidavit sworn before a judge by the victim of an offense or by a police officer stating that a specific person has committed a specific offense.

DEMANDA. Una declaración jurada ante el juez por la víctima o por un policía indicando que cierta persona ha cometido cierto crimen.

CONFESSION. Admitting guilt of the crime charged, either orally or in writing.

CONFESIÓN. La admisión, verbal o por escrito, de la culpabilidad de un crimen.

CONTINUANCE. The postponement of a trial granted by the court until some future date.

CONTINUACIÓN, APLAZAMIENTO. Cuando la corte pospone la causa para otra fecha.

CONVICTION. The result of a criminal trial which finds the defendant guilty of the crime charged.

CONVICCIÓN, CONDENA. El resultado de una causa en donde se encuentra culpable al acusado.

COUNSEL. Another name for lawyer or attorney.

Court Appointed. If a person can't afford to pay for a private attorney, the court will appoint one to represent him in court at

CONSEJERO. Otra forma de llamar a un abogado o licenciado.

Consejero Nombrado por la Corte. Cuando una persona es indigente y no tiene con qué pagar a un abogado, la corte nombra a uno que lo defienda. A éste se le dice defensor público.

COUNT. The same as a charge or accusation of having committed a specific crime. A defendant may be on trial for several "counts", each charging a distinct offense.

CARGO. Otra forma de decir demanda o acusación.

COUNTY JAIL. A building run by a county to detain people who have been convicted of minor crimes or who are awaiting trial.

CÁRCEL DEL CONDADO. Un edificio bajo el mando del condado donde se detiene a aquellos que se les ha declarado culpables o que esperan causa.

CRIME. A general term which refers to violation of the rights of all people and which is punishable by death, imprisonment or fine. This is why the district attorney as a representative of the people prosecutes violations of the penal laws. The district attorney can prosecute an offender even though the victim prefers to drop the charges.

CRIMEN, DELITO. Una expresión que indica la violación de ciertos derechos del pueblo y que es castigable ya sea por multa, prisión o muerte. Es por eso que el abogado de distrito (fiscal o abogado fiscal) como representante del pueblo procesa violaciones de las leyes penales. El abogado de distrito (fiscal) puede procesar a un acusado aunque la víctima retire los cargos.

DAMAGES. A person who violates the rights of an individual, as distinguished from the rights of all people, can be charged by a court to pay that person money for such violations.

DAÑOS Y PERJUICIOS. Cuando alguien viola los derechos de un individuo la corte puede ordenar que se le pague a la víctima cierta cantidad por la violación.

DEFAULT. Failure to appear for trial may result in a judgment for the other [illegible].

INCUMPLIMIENTO. Si una persona deja de presentarse ante la corte para su juicio, el otro lado puede ganar sólo por el incumplimiento.

DEFENDANT. The person who is being sued or is charged with a crime.

ACUSADO, DEMANDADO. La persona a quien se le acusa de un crimen.

DEFENSE. A justification or support found in the law or in fact which protects the defendant from the plaintiff's charges.

DEFENSA. La justificación o apoyo legal que proteje al acusado de los cargos del acusador.

DEGREE. A specific crime may be classified into several grades of guilt, according to the circumstances under which the crime was committed.

GRADO. Según las circunstancias en que se cometió un crimen, ese crimen se puede clasificar en varios grados de culpabilidad.

DEPOSITION. Out-of-court testimony of a person taken in writing and under oath at which deposition the other side has a chance to ask questions of the deponent. Unlike an affidavit, in a deposition the other side is present and has to ask questions of the person making the written declaration under oath.

DECLARACIÓN, CONFESIÓN JUDICIAL. Un testimonio escrito y hecho bajo juramento pero fuera de la corte. El otro lado tiene oportunidad de hacerle preguntas al que hizo el testimonio. Esta ddeclaración es distinta a la declaración jurada (affidavit) ya que en la declaración jurada el lado contrario no está presente para hacerle preguntas a la persona haciendo la declaración.

DETAINER. A lawful order for the continued confinement of a person already in custody, because he has been charged with committing another separate offense and must be held for prosecution of that other offense.

ORDEN DE DETENCIÓN. Una orden para que se siga deteniendo a un acusado por razón de haber encontrado otro delito por el cual se le tiene que procesar.

DISCHARGE. The lawful release of a person from any supervision of a criminal justice agency.

LIBERACIÓN, DESCARGO. Poner en libertad de cualquier supervisión legal

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DISMISS. To dismiss a suit or action is to end it.

DESECHAR, DAR POR TERMINADO. Dar por terminada una causa o pleito legal.

DISTRICT ATTORNEY. Each county has a chief attorney and deputies whose job it is to prosecute people who break the law.

ACUSADOR PÚBLICO, EL ABOGADO FISCAL, ABOGÁDO DE DISTRITO. Cada condado tiene un acusador público y diputados quienes procesan a todo aquel que va contra la ley.

DIVERSION. The decision of criminal justice authorities to not prosecute or to stop prosecution of an alleged offender. An individual may be asked to participate in a treatment or supervisory program in exchange for this agreement not to prosecute.

DESVIACIÓN (del sistema judicial). La decisión de las autoridades de dejar de procesar contra un individuo a cambio de que participe en un plan de tratamiento bajo supervisión.

DUE PROCESS. The constitutional guarantee of giving every person a fair trial within the rules and procedures of the legal system.

PROCESO LEGAL, DEBIDO PROCEDIMIENTO. La garantía constitucional que dice que cada persona tiene derecho a un juicio justo según las leyes del sistema legal.

ENTRAPMENT. An act by police officers or government agents to get a person to commit a crime he otherwise had not thought of doing, so that they can arrest him.

ENTRAMPAR, HACER TRAMPA. Cuando un policía o agente del gobierno hace trampa para conseguir que un individuo cometa un crimen para arrestarlo.

EQUAL PROTECTION. A constitutional guarantee that everyone gets the same treatment under the law as anybody else under the same circumstances.

PROTECCIÓN IGUAL BAJO LA LEY. La garantía constitucional que permite que bajo la ley, y dadas las mismas circunstancias, cada persona reciba la misma protección.

ESTOPPEL. A person's own acts, or acceptance of facts, which prevent him from later denying them.

IMPEDIMENTO DE CONDUCTA. La forma de proceder o la forma de aceptar ciertos hechos que, más tarde, aunque se quiera, no se pueden negar.

EVIDENCE. Anything legally presented in court which proves or tends to prove a person's claim or charge.

PRUEBA, EVIDENCIA. Todo aquello presentado ante una corte que inclina a probar cierto cargo o demanda.

EXCLUSIONARY RULE. A court ruling which throws out of the case any evidence which was obtained illegally.

REGLA DE EXCLUSIÓN. Regla de corte que excluye de un pleito toda evidencia obtenida ilegalmente.

EXPERT WITNESS. A person with special skills, training, or knowledge of a subject who is called upon to answer questions about that subject.

TESTIGO EXPERTO. Una persona con especialidad en cierto tema que da su testimonio de experto ante la corte.

EXPUNGE. To completely remove some information from all existing official criminal justice records.

BORRAR, CANCELAR. Quitar completamente cualquier información de los archivos (records) legales y oficiales.

EXTENUATING CIRCUMSTANCES. Render a crime less aggravated or less hateful than it would otherwise be.

CIRCUNSTANCIAS MODIFICANTES. La modificación del grado de un crimen por razón de ciertas circunstancias.

EXTRADITION. This state may ask another state to turn over a particular individual who is wanted here for the prosecution of a crime he committed in this state. If it honors the request the other state will issue a fugitive warrant for his arrest.

EXTRADICIÓN. Traer a un acusado de otro estado. Un estado le pide a otro que haga un mandamiento de arresto para un individuo por cierto crimen. El individuo entonces es detenido y llevado al estado en donde ocurrió el crimen.

FACT. A circumstance, event or occurrence that actually takes or took place.

HECHO. Una acción o algo que ocurrió sin duda alguna.

FALSE ARREST. Any unlawful physical restraint of another's liberty, whether in prison or elsewhere.

FELONY. A more serious crime than a misdemeanor. It is punishable by imprisonment in a penitentiary for more than one year, or by death if it is a capital offense.

DELITO GRAVE. Un crimen mayor que merece castigo de prisión por más de un año o pena de muerte.

FUGITIVE. A person who runs away from a state where he is wanted for questioning about charges filed against him.

FUGITIVO, PRÓFUGO. Una persona que huye de donde formalmente se le acusa de algun crimen.

FUGITIVE WARRANT. An arrest warrant issued by one state for a person in that state who has been charged with a criminal offense in another state. The counterpart of extradition.

MANDAMIENTO DE ARRESTO DE FUGITIVO. Un mandamiento de arresto en respuesta a una solicitud de otro estado, que busca al acusado.

GRAND JURY. A body of persons who receive complaints and accusations in criminal cases and hear what evidence the district attorney has on a suspect to determine whether to bring the suspect to trial under a bill of indictment. It is distinguished from a regular or petit jury which hears the trial itself to decide whether the suspect is guilty or innocent of the crime charged.

GRAN JURADO, JURADO MAYOR. Un grupo de personas quienes al escuchar testimonio del abogado de distrito determinan si traer o no a un sospechoso a juicio. Este grupo se distingue del jurado común que al escuchar testimonio determina la inocencia o culpabilidad del acusado.

GUILTY. A person may confess to having committed the crime by pleading guilty, or a jury or judge may find him guilty of having committed the crime based on the evidence at trial.

CULPABLE. Culpabilidad de un delito se puede determinar en varias formas. El acusado admite ser culpable o el juez o jurado lo determina culpable basándose en la evidencia presentada en el juicio.

HABEAS CORPUS. A written judicial order directed to the person detaining a prisoner to bring him into court to determine whether such prisoner has been denied his liberty without due process of law.

HABEAS CORPUS (vox latina). Una orden judicial escrita y dirigida al que aprisiona a otro para que se presente ante la corte en donde se determina si el prisionero ha sido detenido bajo el debido proceso de la ley.

HEARING. Similar to a trial without a jury in which issues of fact or law are tried before a judge or magistrate and may include evidence and attorneys' arguments on the case.

Preliminary Hearing. Not a trial to determine guilt or innocence but more a court procedure to determine whether there is enough evidence to either discharge the accused or hold him to answer to the charges,

AUDIENCIA. Parecido a un juicio sin jurado en donde los hechos y procedimientos legales son presentados ante un juez o magistrado. Además de la presentación de evidencia la audiencia puede incluir presentaciones por abogados de los dos lados.

Audiencia Preliminar. Una audiencia en donde sólo se determina si hay bastante evidencia contra un acusado para tener causa. En esta audiencia no se determina la inocencia o culpabilidad del acusado.

HEARSAY. When a witness testifies as to what he heard others say. It is not evidence of what the witness knows or has experienced so that he cannot be questioned about the truth of the statements since all he can do is repeat them. For this reason such statements are often not admitted into evidence.

PRUEBA DE OIDAS, EVIDENCIA POR REFERENCIA. Cuando un testigo da testimonio de algo que se dice o que oyó. Ya que no es algo de experiencia propia, sino de otros, muchas veces no se considera testimonio válido para usarse como evidencia ante la corte.

HOMICIDE. A neutral word that indicates the killing of a human being without giving any idea of whether the killing was excusable or felonious.

Excusable Homicide. The killing of a human being in self-defense is not a crime.

Felonious Homicide. The wrongful killing of a human being is a serious crime punishable by death or imprisonm

HOMICIDIO. La muerte de un individuo a manos de otro u otros.

Homicidio Inculpable. Dar muerte a un individuo en defensa propia. No se considera crimen.

Homicidio por Culpa. El acto injusto de dar muerte a un individuo; lleva castigo de prisión o muerte. Hay dos grados de homicidio — 1) homicidio sin premeditación; 2) asesinato ó sea homicidio premeditado.

HOSTILE WITNESS. When a witness is called to testify for a party but instead testifies against him. The attorney calling the witness can then cross-examine that witness as if he had been called by the other side.

TESTIGO DESFAVORABLE. Cuando un testigo viene a dar testimonio a favor de alguien pero se vuelve en su contra. El abogado quien lo ha llamado entonces puede contrainterrogarlo cómo si fuera un testigo contrario.

HUNG JURY. A jury whose members can't agree on a verdict of whether the accused is guilty or not guilty of the charges against him.

JURADO SIN VEREDICTO. Un jurado que no logra llegar a un acuerdo sobre la inocencia o culpabilidad del acusado.

IMMUNITY FROM PROSECUTION. A court or a grand jury will sometimes promise not to prosecute a person for any self-incriminating statements he may make in hopes that what he says will lead to the arrest of a major crime figure or perhaps help break a crime ring.

INMUNIDAD DE PROSECUCIÓN. Cuando la corte o jurado promete no procesar contra una persona por su testimonio en espera de que éste los lleve a encontrar la persona o personas clave.

IMPEACHMENT OF WITNESS. Sometimes the testimony of other witnesses can show that one witness is either lying or is the kind of person who should not be believed.

DESACREDITACIÓN DE TESTIGO. Se puede desacreditar a un testigo cuando otros testigos muestran que está mintiendo o que es el tipo de persona a la que no se le puede creer

INDICTMENT. The Attorney General or a district attorney may bring evidence to a grand jury for its determination of whether the person named should be prosecuted for the crime charged. If the grand jury thinks that there should be a prosecution it issues a True Bill.

ACUSACIÓN POR EL GRAN JURADO. El abogado de distrito o procurador general puede mostrar evidencia al gran jurado para que determine si el acusado se debe procesar. Si el gran jurado cree que debe ser procesado, decreta una acusación aprobada por el gran jurado.

INSANITY (in the legal sense). Refers to the defendant's mental inability to distinguish between right and wrong conduct, where he cannot understand the nature and consequences of his acts so that he does not have the ability to keep from committing a particular crime.

LA LOCURA (en el sentido legal). La inabilidad mental del acusado de distinguir entre la buena y mala conducta. Sin la habilidad de poder entender las consecuencias de sus hechos, no puede razonar y dejar de cometer ciertos delitos.

INTENT. Here the person's mind is fully aware of what's going on. He knows of the nature and consequences of what he is about to do and he does it. He purposely uses a particular means to get a particular result.

INTENCIÓN. Cuando una persona está mentalmente alerta y aun sabiendo las consecuencias de cierto hecho, lo hace. Se propone a obrar en cierta forma para conseguir cierto resultado.

INTERROGATORIES. A series of written questions of a witness whose testimony is taken on deposition. A person who favors your side as a witness and is called by your attorney will be asked direct interrogatories by your side. The other side will ask your witness cross interrogatories with hopes of finding some inconsistency in the testimony or perhaps discovering some way to challenge his credibility.

INTERROGATORIAS. Una serie de preguntas por escrito dirigidas a un testigo. El abogado de cada lado tiene derecho de hacerle preguntas.

INVOLUNTARY MANSLAUGHTER. Criminal homicide committed through recklessness or negligence. It is an unlawful killing of a human being without the malice or intent that is found in

HOMICIDIO INVOLUNTARIO. Homicidio (muerte) causado por negligencia, sin malicia o intención.

IRRESISTIBLE IMPULSE. A sudden inclination to commit a crime which cannot be resisted or overcome by the person because insanity or mental disease has destroyed his power of self-control.

IMPULSO IRRESISTIBLE. Un impulso de repente para cometer un crimen y que por locura o enfermedad mental no se puede controlar.

JOYRIDING. The criminal offense of using somebody else's motor vehicle without his consent, but without the intent of stealing it.

POSESIÓN TEMPORAL DE VEHÍCULO AJENO PARA PASEO. El delito de tomar un vehículo ajeno sin intención de quedarse con él sino con el sólo propósito de pasearse en él.

JUDGE This is the officer who administers the law and controls the proceedings of a trial in court. A judge is sometimes referred to as "the court".

JUEZ. El oficial de la corte que administra la ley y controla los procesos de juicio.

JUDGMENT. The official decision or sentence of a court after hearing both sides present their case. Sometimes "adjudication" is used and means the same thing.

Default Judgment. It is given when either side fails to appear in court. The judgment will be in favor of the side that shows up.

Summary Judgment. It is made by the judge without going through a jury trial.

SENTENCIA, JUICIO. La decisión o sentencia decretada por el juez después de que ambos lados hayan presentado su causa.

Sentencia por Incumplimiento. Cuando un lado no se presenta ante la corte en la fecha indicada pierde el caso por incumplimiento. Sin importar qué lado tiene la razón, la causa la gana el lado que se presenta.

Sentencia Sumaria. La decisión o sentencia decretada por el juez sin que la causa haya pasado ante el jurado.

JUMPING BAIL. Usually one of the conditions for letting a prisoner out of jail after his arrest but before trial is that he put up bail money as a guaranty that he will appear in court on a given date. If he fails to appear, he loses his right to get the bail money back and a bench warrant will be issued for his arrest.

QUEBRAR LA FIANZA. Cuando una persona no aparece ante la corte en la fecha indicada y anda en libertad de fianza, pierde la cantidad de la fianza y además el juez decreta una autorización para su detención.

JURISDICTION. Many courts only have authority to hear cases within a specified geographic area which is called the area of jurisdiction. Another way in which the word is used is that certain courts have authority to hear only certain types of cases, *e.g.*, a criminal case is not within the jurisdiction of a traffic court.

JURISDICCIÓN. Esté término se usa en dos formas: 1) el territorio geográfico señalado en que la corte tiene autoridad, y 2) la restricción de una corte de gobernar sobre cierto tipo de casos. Por ejemplo, un caso de homicidio no está dentro de la jurisdicción de una corte que determina infracciónes de tránsito.

JUROR. A person selected from the community to hear a case and decide which side to believe based upon the evidence presented in court. A group of similarly selected persons form a jury.

MIEMBRO DEL JURADO. Una persona de la comunidad seleccionada para servir como miembro del jurado. Esta persona tiene que ser imparcial y basar su decisión en la evidencia presentada de acuerdo con las leyes.

JURY. A group of jurors who are sworn to be free of any bias in favor of or against either party in the trial. Their decision of whether someone is guilty or not guilty is called a verdict. The right to have a trial heard by a jury is guaranteed by the Federal Constitution.

JURADO. Un tribunal compuesto de personas de la comunidad que juran ser justos en determinar la culpabilidad o inocencia del acusado. La constitución federal extiende el derecho de tener juicio con jurado.

JURY INSTRUCTIONS. Before the jury meets in a room to decide what the verdict shall be on a given case the judge will tell them the rules and principles of law which they must follow in reaching their decision.

INSTRUCCIONES AL JURADO. Antes de que el jurado se reúna para tomar su decisión, reciben instrucciones del juez

LARCENY. Taking somebody else's property without force and without his consent with the intent of permanently depriving him of it.

LATROCINIO, RATERÍA, HURTO DE COSAS DE POCO VALOR. Tomar bienes de otro sin intenciones de regresarlos pero sin uso de fuerza.

LAWYER. A person who represents people in trying cases in court. An attorney at law or counsel.

ABOGADO, LICENCIADO. Una persona que se especializa en aconsejar y defender a otro ante una corte.

LEADING QUESTION. A question asked of a testifying witness phrased in such a way that the answer is suggested by the way it is asked.

PREGUNTA QUE INSINÚA LA RESPUESTA. Una pregunta dirigida a un testigo y hecha en tal forma que insinúa la respuesta.

LIE DETECTOR. A machine that measures changes in a person's blood pressure, breathing, and perspiration while he is asked questions relating to an alleged crime. The machine is supposed to be able to detect distinct physical changes depending on whether the person has lied or told the truth.

DETECTOR DE MENTIRAS. Una máquina que mide el sudor, presión de sangre, y respiración de un individuo mientras se le hacen ciertas preguntas sobre un crimen. Al registrar cambios marcados, la máquina puede determinar si el individuo está mintiendo.

LINE UP. A witness or a victim who may not know the criminal suspect but thinks he may be able to identify him, may be asked to review the display of a group of persons assembled by the police. A suspect may be identified from among those in the line up or display and there are definite lawful standards and procedures for conducting one.

FILA DE IDENTIFICACIÓN. Una fila de personas formada por la policía para que la víctima o testigo de un crimen vea si puede identificar al sospechoso.

LITIGATION. Going to court to settle an issue or dispute.

LITIGIO. Un pleito legal que se lleva ante la corte para arreglarlo.

MAGISTRATE. A minor judicial official who generally performs administrative or judicial duties which include the issuing of arrest warrants, search warrants, setting bail and administering oaths.

MAGISTRADO. Miembro de un tribunal con autoridad judicial o administrativa que se encarga de hacer decretos de detención, establecer fianzas, etc.

MALICE. A wrongful act done intentionally, without legal justification or excuse.

MALICIA. Un hecho malo sin justificación legal y cometido intencionalmente.

MALICE AFORETHOUGHT. Thinking about doing a wrongful act intentionally, without legal justification or excuse, to the injury of someone. An essential element of murder.

MALICIA PREMEDITADA. Pensar de antemano en lastimar a una persona intencionalmente y sin justificación legal. Este elemento es esencial en un asesinato.

MANDATORY SENTENCE. A sentence which a court is required by law to impose for certain offenses or certain offenders.

CONDENA MANDATORIA. Una sentencia que la ley obliga a la corte imponer por cierta culpa.

MANSLAUGHTER. The unlawful killing of another without malice in the commission of an unlawful act.

Voluntary Manslaughter. As in a sudden fight between two people where one of them kills the other.

HOMICIDIO SIN PREMEDITACIÓN. La muerte ilegal de un individuo por otro pero sin malicia y durante el curso de una mala acción.

Homicidio Voluntario. Un homicidio durante una acción ilegal en donde se ha participado voluntariamente, tal como en un pleito violento.

MARSHAL. An officer in the federal judicial system whose duties are similar to those of a sheriff.

MARISCAL, OFICIAL DE LOS TRIBUNALES DE JUSTICIA. Un oficial dentro del sistema federal judicial cuya responsabilidad se puede comparar con la del policía de condado (sheriff).

MATERIAL WITNESS. A witness whose testimony is particularly important in a trial.

TESTIGO ESENCIAL. Un testigo cuyo testimonio es de suma importancia en un juicio.

MIRANDA RULE. Before a law enforcement officer can ask any questions of a person who has been taken into custody or otherwise deprived of his freedom to leave in any significant way, the person must be told: 1) That he has a right to remain silent (he doesn't have to answer questions); 2) that any statement he does make may be used as evidence against him (if he is prosecuted); 3) that he has a right to the presence of an attorney (while he is being questioned, and he doesn't have to answer questions until his attorney can be there to advise him), and 4) that if he cannot afford an attorney, one will be appointed for him prior to any questioning if he so desires. (Public defenders do not cost him any money and will fight to protect his rights). Unless and until these warnings are given to the suspect or unless he makes an intelligent and knowing waiver of these rights (to be proved at trial), no evidence obtained through questioning by the police can be used against that person.

REGLA DE MIRANDA. Cuando un individuo es apresado por la policía, antes de hacerle preguntas se le tiene que informar que: 1) tiene el derecho de no decir nada por su parte y de no contestar preguntas, 2) cualquier cosa que diga se puede usar en su contra en un juicio, 3) tiene derecho de conseguir abogado y permanecer en silencio hasta que el abogado esté presente para aconsejarlo, y 4) si no tiene dinero para conseguir abogado, se le puede asignar un abogado público. Salvo que estas advertencias se le hagan al sospechoso o que se pueda probar que él conciente y voluntariamente renunció a sus derechos, nada de lo que diga a la policía podrá usarse en su contra ante la corte. (Los abogado defensores públicos son pagados por el condado para defenderle y pelear por sus derechos).

MISDEMEANOR. Any crime which is not a felony, that is not punishable by imprisonment in a penitentiary or by death is a misdemeanor. This includes offenses for which the maximum sentence may be a fine only, and/or jail for one year or less.

PEQUEÑO DELITO. Un crimen sin gravedad cuya máxima condena es de no más de un año de cárcel o pagar multa.

MISTRIAL. A trial can be called off if there is any error or problem in the proceedings.

JUICIO NULO. Un juicio se puede cancelar o hacer nulo cuando existe un error o problema en el proceso.

MITIGATING CIRCUMSTANCES. Sometimes a crime is committed under circumstances or for reasons which may not amount to a justification or excuse of the offense but which may be considered in reducing the penalty or punishment.

CIRCUNSTANCIAS MITIGATORIAS. Circunstancias que, aunque no justifican una ofensa, explican cómo fue que pudo ocurrir y pueden hacer merecer la reducción del castigo.

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MODUS OPERANDI. Certain characteristic patterns of behavior in the way a type of crime is committed may help identify the offender if the police know that he follows such patterns of behavior. This may help prevent future crimes following the same pattern.

ANÁLISIS DE LA FORMA DE ACTUAR (voz latina). Análisis de ciertas características en la forma de proceder de un criminal; estudiándolas la policía puede evitar otros crímenes similares o aprehender al malhechor.

MOTION. An oral or written application by one side in a trial, asking the court for a ruling or order on a matter presented to the Judge.

Motion To Quash. To annul or set aside or make void.

MOCIÓN, PETICIÓN. Una solicitud verbal o por escrito hecha por uno de los lados pidiéndole a la corte que tome una decisión en el asunto presentado ante el juez.

MURDER. The unlawful killing of a human being with malice aforethought, either express or implied. The word implies a felonious homicide, while the word "kill" doesn't necessarily carry any idea of crime but only the deprivation of life. A man can kill another by accident but murder is not intended.

ASESINATO. La muerte premeditada de una persona ya sea expresada o insinuada con malicia. La palabra en sí implica homicidio grave. En cambio, la palabra "homicidio" no tiene esta implicación ya que esto puede ocurrir accidentalmente y sin malicia.

NEGLIGENCE. The failure to do something which a reasonable person would do; or the doing of something which a reasonable person would not do. It is usually an accidental act or omission which results in injury of another.

NEGLIGENCIA, DESCUIDO. Falta de aplicación razonable en hacer o descuidar de hacer algo que una persona razonable haría. Generalmente este descuido resulta en [illegible] daños a

SUIT. The judgment against the plaintiff when he can't prove his case or when he fails to show up for trial.

FALLA CONTRA EL DEMANDANTE. El juicio en contra del acusador cuando no puede comprobar su caso o deja de presentarsé para el juicio.

TICE. Information or written warning to a person telling him of some judicial proceeding which involves his interests or informs him of some fact which he should know.

AVISO. Información o advertencia por escrito a una persona diciéndole de algun proceso judicial que le interesa o le afecta.

TH. Some solemn evidence of affirmation that you intend to tell the truth. You may be punished for perjury if you wilfully say something that you know is not true.

JURAMENTO. Promesa solemne de decir la verdad poniendo por testigo a algo sagrado. Al mentir conscientemente después de haber jurado, la persona puede ser castigada por perjurio.

JECTION. During the conduct of a trial if an attorney believes that certain evidence or a question presented by the other side is improper or illegal he will refer the matter to the court by making an oral protest or objection to its presentation. The judge decides whether the matter will be permitted into evidence by overruling the objection, or denied by sustaining the objection.

OBJECIÓN, OPOSICIÓN. Durante la causa, si a uno de los abogados le parece que las preguntas o evidencias del otro lado no son propias o legales, éste hace objeción en forma de protesta. El juez entonces decide si la objeción es aceptable o si la debe denegar.

FENSE. A violation of the criminal laws which is punishable by a fine or a jail sentence.

OFENSA, DELITO. La violación de leyes criminales que lleva un castigo de multa o encarcelamiento.

PENING STATEMENT. At the beginning of a trial an attorney will give the jury an outline of what he expects to present to them. This helps the jury get a general idea of the case so that evidence which may take days or weeks to present will make some sense. This is particularly necessary since the presentation of witnesses, evidence, and events does not always follow the order in which they occurred.

DECLARACIÓN INAUGURAL. Al principiarse una causa los abogados le presentan al jurado una explicación, o sea, bosquejo de lo que piensan llevar a cabo. Así, el jurado se va formando una idea de lo que sigue por delante.

PINION EVIDENCE. Expert witnesses can testify as to what they think, believe, or can infer in regard to a particular fact presented to them in court on the basis of their superior knowledge of the subject. Ordinary witnesses usually cannot give their opinion about a fact in question. They can only testify as to their personal knowledge of the facts.

PRUEBA PERICIAL. Basado en su experiencia y conocimiento académico, un testigo experto puede dar su opinión sobre los hechos que se le presentan en corte. Esta evidencia es distinta a la de un testigo no experto ya que éste sólo puede atestiguar de su conocimiento de lo que sucedió. A un testigo no experto no se le permite responder a preguntas que requieren algún conocimiento técnico o académico fuera de su experiencia.

DER. A direction given by a court to the parties in a dispute commanding them to do or not to do a given act. It is not a judgment of the case.

Final Order. One which ends the suit or decides an issue between the parties.

Interlocutory Order. It only settles some matter relating to a case but is not a final ruling on the entire case.

PRECEPTO, DECRETO, ORDEN. Cierta instrucción de la corte a los dos lados ordenándoles lo que tienen que hacer. Este decreto no debe confundirse con la sentencia.

Orden o Decreto Final. La orden que da fin a la causa.

Orden o Decreto Interlocutorio. Este decreto pone fin a sólo un punto en la causa pero aun se tienen que tratar los otros puntos antes que se le de fin a la causa.

ORDINANCE. A law passed by a city or county government as distinguished from a statute which is a law passed by the state or federal government.

REGLAMENTO, ORDENANZA. Una ordenanza del gobierno del condado o de la ciudad que no debe confudirse con los

OVERRULE. A higher court may decide the same question of law directly opposite to that of a lower court, in which case the lower court's decision is null and void. The word also refers to a decision by a judge not to sustain or uphold an attorney's objection to the introduction of particular evidence.

DENEGAR, DECLARAR SIN LUGAR. Este término se usa en dos formas: 1) cuando una corte mayor decreta distinto a la corte menor, se dice que la decisión de la corte menor es nula o denegada, y 2) cuando el juez decide no aceptar la objeción de un abogado durante la causa.

PARDON. It completely releases the offender from any or further punishment which the law prescribes for a crime he has committed.

INDULTO, ABSOLUCIÓN, PERDÓN, REMISIÓN DE DELITO. La liberación total de la pena que dicta la ley por cierto crimen.

PAROLE. A convict may be released from prison before his sentence has expired. A convict on parole is still subject to official supervision and can be put back in prison if he breaks a condition of his parole.

LIBERTAD CONDICIONAL. A un convicto se le puede dar libertad bajo ciertas condiciones y supervisión. Al no cumplir con las condiciones nuevamente se le puede apresar.

PART-TIME RELEASE. A convicted offender or a juvenile in custody may be permitted to spend part of his time in the community to learn a skill or to study and the rest of his sentence must be spent in jail or a correctional facility.

LIBERTAD A MEDIAS. Cuando a un convicto se le da permiso para que esté fuera de la cárcel parte del tiempo con propósito de estudiar o mejorarse en alguna forma.

PARTY. The person on either side of a suit or trial. A plaintiff or defendant is a party to the action in court.

PARTE. La persona que forma una parte de una causa, ya sea el acusado o acusador. Cada uno es una parte.

PENALTY. The punishment the law imposes for the commission of a crime.

CASTIGO. El pago que la ley ordena por cierto crimen.

PEREMPTORY CHALLENGE. An attorney has a right to remove a certain number of people from consideration as jurors in his trial without having to give any reason or explanation for their removal. Usually he has a feeling that they might somehow be prejudiced against his client.

RECUSACIÓN SIN CAUSA. Cada abogado tiene derecho de quitar cierto número de candidatos para el jurado sin tener que dar razones, aunque casi siempre es porque él cree que no serán objetivos hacia su cliente.

PERJURY. If a person has sworn under oath to tell the truth in court or in an affidavit or deposition and he knowingly and wilfully fails to do so he is guilty of perjury and may be subject to criminal prosecution.

Subornation of Perjury. The crime of getting somebody else to commit perjury.

PERJURIO, FALSO TESTIMONIO. Cuando una persona después de haber jurado decir verdad, miente conscientemente.

Soborno de Perjuicio. Cuando una persona consigue que otra cometa perjurio.

PETITION. A written application to a court asking it to grant some privilege, or license to do an act which requires the permission of a court.

PETICIÓN. Cuando una acción requiere permiso de la corte, éste se solicita por medio de una solicitud por escrito, o sea, petición.

PLAINTIFF. The person who brings a suit into court or who asks that a particular person be prosecuted for violation of the law.

DEMANDANTE. Una persona que inicia un pleito de corte, acusando a otra de alguna violación.

PLEA BARGAINING. An agreement between the defendant and the prosecution that the defendant will plead guilty to a charge. In exchange the prosecutor will reduce or dismiss the charges or recommend some other advantage for the defendant. However, such agreements do not bind the court.

PACTO ENTRE ABOGADOS. Un acuerdo entre abogados de los dos lados que el acusado se rendirá culpable del cargo. A cambio, el demandante ofrecerá cierta recompensa, regular-

PLEADINGS. Written allegations of what is claimed by one side or denied by the other in a court suit.

ALEGACIONES. Las razones, por escrito, de lo que cada lado reclama en un juicio.

PRELIMINARY HEARING. An audience before a judge or magistrate in which the charges and evidence against the accused are examined to determine whether he should be held for trial. The accused person must be present and accompanied by his attorney.

CITA O AUDIENCIA PRELIMINAR. Una audiencia preliminar ante un oficial de la corte en donde se examina el caso para ver si se debe someter a juicio. Deben estar presentes el acusado y su abogado.

PREPONDERANCE OF THE EVIDENCE. That evidence which is more believable or convincing than the evidence presented in opposition.

PREPONDERANCIA DE PRUEBAS. La evidencia más convincente.

PRESENTENCE INVESTIGATION. An inquiry into the background and personality of a convicted person so that the court can take it into consideration before deciding what sentence should be imposed.

INVESTIGACIÓN PRESENTENCIAL. Una investigación de la experiencia y personalidad de un convicto para que la corte la considere antes de darle sentencia.

PRESENTMENT. An informal written statement by a grand jury to the court that a public offense has been committed and that there is reason to believe that a named individual committed that crime.

ACUSACIÓN. Una declaración informal escrita por el gran jurado a la corte informándole que se ha cometido un delito público y que hay ciertas razones para sospechar de cierto individuo.

PRE-TRIAL RELEASE. An accused person may be released from jail before or during his trial on his own recognizance or agreement to appear at trial, or upon some form of bail. Sometimes courts will release the accused to some authorized person or organization who will be responsible for his return to trial.

LIBERACIÓN ANTES DEL JUICIO. La liberación de un acusado antes del juicio. Comunmente se requiere una fianza o que alguien se responsabilice de que el acusado se presente para el juicio.

PREVENTIVE DETENTION. A court may deny bail and order the continued confinement in jail on a belief that the accused is considered likely to commit some offense if he is not confined.

DETENCIÓN PREVENTIVA. La corte puede detener a un acusado y negarse a poner fianza cuando cree que el acusado puede cometer algún delito.

PROBABLE CAUSE. The reasonable belief based on facts or circumstances that a particular person has committed a particular crime.

CAUSA RAZONABLE, MOTIVO FUNDADO. Una creencia razonable, fundada en hechos y circunstancias, que cierta persona ha cometido cierto crimen.

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PROBATION. The release or suspension of sentence of a person convicted of a minor offense provided he agrees to certain conditions of good behavior. He may or may not be placed under official supervision or guardianship of a probation officer.

LIBERTAD A PRUEBA. La liberación de una persona o la suspensión de cargos bajo ciertas condiciones de buena conducta. A veces, legal y oficialmente se le pone bajo la vigilancia de un oficial probatorio.

PROOF. The establishment of a fact as being true by presenting convincing evidence of its truth.

PRUEBA, COMPROBACIÓN. El establecer que un hecho es cierto, verídico a base de la presentación de evidencia convincente.

PROSECUTION. Bringing a person accused of a crime to trial to determine whether he is guilty or innocent of the crime charged. It is the function of the district attorney.

PROSECUCIÓN, ENJUICIAMIENTO. El traer a un acusado de un crimen a causa para determinar su inocencia o culpabilidad. Esto es deber del abogado de distrito.

PROTECTIVE CUSTODY. Keeping a person lawfully confined who might otherwise pose a danger to himself or to others if he were not restricted, or to protect him from others who might pose

CUSTODIA PROTECTIVA. Legalmente encerrar a una persona para protección de si mismo o de otros. Tambien se usa para protegerle de otros quienes puedan dañarle.

PUBLIC DEFENDER. A lawyer appointed by the court to defend a person accused of committing a crime. The cost for the attorney is included in the operating budget of the county if it is determined that the defendant is indigent or otherwise unable to afford a private lawyer.

ABOGADO DEFENSOR PÚBLICO. Un abogado nombrado por la corte para defender a un acusado indigente o pobre. El abogado lo paga el condado.

PURGE. The removal of an item from current or active files as part of general file maintenance. It is still an official record. It may also mean to free from a charge or imputation of guilt.

DISCULPAR, JUSTIFICAR, LIMPIAR. La limpieza justificada de un archivo oficial removiendo cierta información. También puede significar librar de cierto cargo o culpabilidad.

QUESTION. Asking a witness to declare the truth of certain facts as far as they are known to him.

INTERROGAR, PREGUNTAR. Pedirle a un testigo que declare la verdad según su conocimiento de los hechos.

RAPE. Forced, unlawful sexual intercourse with a female by a man without her consent and against her will.

Statutory Rape. Sexual intercourse with a female who is under the age of consent as established by law (usually 18 years of age). The girl is presumed by law not to be sufficiently mature to be able to give intelligent and knowing consent and the fact that she consented to sexual intercourse is no defense to the crime. Ravish is another word for rape.

RAPTO, VIOLACIÓN. El apoderarse de una mujer ilegal y forsosamente y obligarla a cometer el acto sexual contra su voluntad.

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Rapto Estatutario. El cometer rapto con una muchacha menor de edad (comunmente menor de 18 años). Aunque la muchacha haya participado voluntariamente ante la ley no tiene la madurez para inteligentemente tomar esa decisión.

REASONABLE DOUBT. A person accused of a crime is entitled to acquittal or a verdict of not guilty if the jurors still have some honest doubt about his guilt after they have considered all the evidence and court instructions.

DUDA RAZONABLE. Si después de analizar los hechos, los miembros del jurado tienen una duda honesta y razonable de la culpabilidad del acusado, deben declararlo no culpable.

REBUTTAL. The introduction of evidence or a showing that the statements of witnesses as to what occurred is not true.

REFUTACIÓN. Evidencia que muestra que el testimonio de un testigo no es cierto, causa de que ese testiminio se refute.

RECIDIVIST. A habitual criminal.

CRIMINAL REINCIDENTE. Un criminal habitual.

RECKLESSNESS. An attitude or state of mind while doing an act which disregards the consequences of that act even though the person realizes or knows that someone could or will be injured.

TEMERIDAD, IMPRUDÉNCIA, SIN RESPECTO AL PELIGRO DE SI MISMO O DE OTROS. Una actitud con que se hace [illegible] com aun sabiendo que puede traer malas consecuencias y hasta lastimar a alguien.

RECOGNIZANCE. A prisoner may be released from jail while waiting for his trial to come up if he promises or obligates himself to return to court at a later date to answer to the charges against him.

SUMISIÓN CON CONDICIÓN DE HACER UN ACTO DETERMINADO. La liberación de ub prisionero mientras espera su causa, bajo su propia responsabilidad de presentarse en la fecha indicada. Esto se hace bajo su propio reconocimiento y sin garantía de fianza.

REFEREE. A court may refer a case to an officer of the court who is authorized to take testimony, hear the parties and report his findings back to the court for a determination of the case.

ÁRBITRO. La corte puede nombrar a uno de sus oficiales para que escuche testimonios, hable con los dos lados e informe a la corte de sus resultados para que ella pueda llegar a una decisión. Este oficial sirve de árbitro.

RELEASE. The discharge or lawfully setting free from restraint or confinement.

DESCARGO, LIBERACIÓN. Quitar legalmente cualquier

REPRIEVE. The withdrawing of a sentence of death for a time, usually so that the prisoner can have a chance to try to get his sentence reduced.

SUSPENSIÓN TEMPORAL. La suspensión temporal de condena de muerta usualmente para darle oportunidad al prisionero de que consiga reducción de su sentencia.

ROBBERY. The felonious taking of someone else's personal property by force or fear with the intent to permanently deprive him of it without his consent and against his will.

ROBO (en un sentido más serio que hurto o ratería). El tomar brienes ajenos a la fuerza con intención de quedarse con ellos.

SANCTION. A penalty or punishment provided as a means of enforcing obedience to a law.

SANCIÓN, AUTORIZACIÓN. Una forma de castigo propuesta para hacer obedecer la ley.

SEARCH AND SEIZURE. To look for and take into lawful custody property or persons relating to the prosecution of a crime.

Unreasonable Search and Seizure. The unlawful and warrantless invasion of the liberty of a person or his home or property in looking for some evidence of guilt to be used in prosecuting for a crime.

REGISTRO Y EMBARGO. El buscar y embargar bienes o personas relacionadas con la prosecución de un crimen.

Registro y Embargo Irrazonable. El registro y embargo ilegal de una persona o de sus bienes en busca de evidencia para la prosecución de un crimen.

SEARCH WARRANT. A written order of a magistrate directing a law enforcement officer to search a specified location or premises for physical evidence of an allegedly committed crime. Usually such evidence, when found, and the person occupying the premises must be brought before the magistrate to be dealt with according to law.

ORDEN DE REGISTRO. Una orden escrita del magistrado a un oficial de la ley indicándole que busque en cierto lugar algunas señales o evidencia de un crimen. Al encontrarla, se trae ante el magistrado la evidencia y la persona que viva o se encuentre allí.

SELF-DEFENSE. The right of a person to protect himself, his family, or his property against some injury attempted by another.

DEFENSA PROPIA. El derecho de cada persona de proteger su persona, su familia y sus bienes contra daños por otros.

SENTENCE. The judgment of a court upon a defendant's conviction in a criminal prosecution which declares the punishment to be inflicted.

Indeterminate Sentence. A form of sentence which sets minimum and maximum periods of imprisonment. The exact length of a sentence is to be later determined upon consideration of the convict's previous record, his behavior while in prison or while out on parole, the apparent prospect of reformation and other such considerations.

SENTENCIA, CONDENA. La opinión de la corte sobre la convicción de un acusado y el castigo que se le debe dar.

Sentencia Indeterminada. Un tipo de sentencia que sólo habla del castigo mínimo y máximo sin establecer exactamente cuánto tiempo tiene que servir el acusado. Esto se va determinando según su comportamiento, experiencia e interés en rehabilitarse.

SERVICE. The delivery of a written notice by an authorised person to the named individual informing him of some legal action or proceeding in which he has a lawful interest.

SERVICIO, PRESTACIÓN. La entrega a un individuo de un aviso formal y por escrito dirigido a él informándole de algun proceso legal que le afecte en alguna forma.

SHERIFF. The head of a specific county police force whose duties are to enforce the law, carry out court orders, operate the county jail, and otherwise protect the peace in areas not served by city police departments.

POLICÍA JEFE DE CONDADO. El jefe de la policía de un condado cuya responsabilidad es guardar el orden público y proteger al pueblo que vive fuera de los límites de la ciudad.

SHOPLIFTING. A criminal offense of taking without force and carrying away merchandise on sale to the public without payment of the purchase price.

RATERÍA DE TIENDAS. El delito de llevarse mercancía que está a la venta sin pagar por ella.

SMUGGLING. Bringing goods into a country without paying customs duties on them or trafficking in goods which are prohibited

Smuggling Aliens. The criminal offense of concealing and transporting aliens into this country who have not been lawfully admitted or allowed to be in the U.S.

CONTRABANDO. Traer mercancía a un país ilegalmente.

Contrabando de Extranjeros. El delito de traer extranjeros al país ilegalmente sin la documentación necesaria.

STARE DECISIS. A judicial doctrine courts follow in that once a principle of law is laid down as to a particular set of facts, that same principle will be applied to future cases, where the facts are more or less the same.

OBSERVAR LAS DECISIONES (voz latina). Una doctrina judicial de las cortes que indica que al tomarse una decisión sobre cierto particular se establece un fundamento, el cual se debe aplicar igualmente a todos los casos parecidos.

STATUTE. An act or law passed by a state or federal government declaring, commanding or prohibiting something.

ESTATUTO, REGLAMENTO. Leyes del gobierno que declaran, mandan o prohiben algo.

STATUTE OF LIMITATIONS. A law which sets a time limit within which a person may be prosecuted for a specific offense.

ESTATUTO DE LIMITACIONES. Una ley que establece cierto límite dentro del cuál se puede procesar contra una persona.

STAY. The stopping of a judicial proceeding by a court order.

SUSPENSIÓN. El paro de un proceso legal por medio de una orden de la corte.

STEAL. This term is often used for larceny or theft and denotes a felonious taking of somebody else's property without his consent.

ROBAR, HURTAR. Tomar los bienes de otro sin su consentimiento.

STIPULATION. An agreement by attorneys on both sides of a case as to how they shall regard any matter concerning the proceedings or trial.

ESTIPULACIÓN, CONVENIO. Un acuerdo por los abogados de la dos partes de una causa sobre como considerarán cierto asunto.

SUBPOENA. A court order for a witness to appear and give testimony for the party named, under penalty of law for refusing to appear. If a witness refuses to obey the subpoena the court can order the sheriff to bring him in physically.

CITACIÓN (voz latina). Una orden escrita de la corte indicando que debe presentarse como testigo de cierta persona. Si ignora esta citación, se le puede mandar traer a la fuerza.

SUE. To start a legal proceeding against someone. To take him to court.

DEMANDAR, PONER PLEITO. Emprender pleito legal en una corte contra cierto individuo.

SUMMARY PROCEEDING. A simple court proceeding conducted without indictment or jury, for the disposition of minor offenses.

JUICIO SUMARIO. Un proceso de corte sencillo sin acusación formal (indictment) o jurado que trata sólo delitos pequeños.

SUMMONS. A written notice to a person named that a court action has been started against him and that he is required to appear in court on a specific date and answer the complaint. Failure to appear will result in a default judgment against him.

CITACIÓN, APLAZAMIENTO. Una orden por escrito dirigida a cierta persona informándole que cierta acción legal se ha registrado en su contra y que debe presentarse ante la corte en tal fecha y hora. Al no presentarse habría una "sentencia por incumplimiento" en su contra.

SUPPRESSION OF EVIDENCE. The exclusion from trial of unlawfully obtained evidence.

SUPRESIÓN DE PRUEBA. La exclusión de evidencia obtenida ilegalmente.

SURVEILLANCE. The practice of keeping a person, place or thing under close observation.

VIGILANCIA. El hecho de observar continuamente a una persona, a un lugar o a alguna cosa.

SUSTAIN. To uphold or support

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SWEAR. To declare the truth under oath.

JURAR. Declarar la verdad bajo juramento.

TESTIFY. The spoken words of a witness given under oath in a judicial proceeding for the purpose of establishing or proving some fact.

TESTIFICAR. Relatar algo bajo juramento con el propósito de establecer cierto hecho.

THEFT. Another name for larceny or stealing.

ROBO, HURTO. Tomar posesión de lo ajeno sin permiso del dueño.

TORT. As distinguished from a crime which is a violation of the penal laws that protect society in general, a tort is a violation of another's private or civil rights for which he can sue in a civil court.

AGRAVIO, DAÑO LEGAL. La violación de los derechos civiles de un individuo. Esto se distingue de un crimen que es la violación de derechos de la sociedad.

TRAFFIC CITATION. A written order, issued by a police officer as a substitute for arresting the person alleged to have violated a traffic law. The person is required to sign the citation promising to appear in a designated court on or before a specific date. Often, if a person prefers not to go to court and agrees that he did, in fact, violate a traffic law, he may pay a fine to the court on or before the specified date.

INFRACCIÓN DE TRÁNSITO. Una orden escrita por un policía indicando que una persona ha violado leyes de tránsito. La infracción la cita a corte para una audiencia o si la persona prefiere reconocer su culpabilidad, puede entonces pagar la multa indicada.

TRANSCRIPT. A written copy of what was said word for word during the course of a trial.

COPIA, TRASUNTO. Una copia por escrito palabra por palabra de lo que se dijo en un juicio.

TRIAL. Court proceedings to determine whether a person is or is not guilty of the charges brought against him.

JUICIO, CAUSA, CASO. El proceso dentro de una corte para determinar la inocencia o culpabilidad de un acusado.

TRUE BILL. The formal declaration made by a grand jury that upon the evidence presented to them they are satisfied of the truth of the accusation made against a named individual.

ACUSACIÓN APROBADA POR EL GRAN JURADO. La declaración formal de un gran jurado indicando que basado en la evidencia vista, están satisfechos de la verdad de las acusaciones.

TRUSTY. A prison inmate who is allowed to perform work that requires minimum supervision.

PRESO DE CONFIANZA. Un preso a quien, por haberse ganado cierta confianza, se le permite hacer trabajos que requieren poca vigilancia.

TRY. A judicial examination of a dispute between parties.

EXAMEN JUDICIAL. Un examen judicial de un pleito entre dos lados.

UNCONSTITUTIONAL. Any official act or law which conflicts with some provision of our written constitutions.

INCONSTITUCIONAL. Cualquier hecho o ley que esté en conflicto con la constitución.

VENUE. The particular county or city in which a court with jurisdiction may hear a case.

JURISDICCIÓN. La area en la cual cada corte puede actuar.

VERDICT. The decision or conclusion of a jury upon the facts presented to it at trial as to whether the defendant is guilty or not guilty of the crime charged.

SENTENCIA, VEREDICTO. La decisión hecha por un jurado de la inocencia o culpabilidad del acusado. Esta decisión se determina a base de los hechos presentados durante la causa.

VICTIM. The person who undergoes physical or mental suffering, or the person, family or social group who suffers a loss of property as a result of an actual or attempted crime committed by another person.

VÍCTIMA. La persona, familia o grupo social que padece una pérdida por culpa ajena.

VICTIM COMPENSATION PLAN. A government program which provides some monetary compensation from public funds to

PLAN COMPENSATORIO PARA VÍCTIMAS. Un programa del gobierno que con fondos públicos da recompensa financiera a víctimas de crímenes.

VICTIMLESS CRIME. A criminal offense which does not directly cause a loss of property, physical injury, suffering or disadvantage to another person, but which may indirectly inflict such harm on family members, institutions, or society as a whole.

CRIMEN SIN VÍCTIMA. Un crimen que no causa pérdidas directas a individuos sino que indirectamente afecta a instituciones o al pueblo en general.

VOIR DIRE. A process which takes place during the selection of a jury. The lawyers are allowed to ask prospective jurors questions as to their general background and possible prejudices regarding the defendant, the crime involved, and other factors which might improperly influence their consideration of the case. It is particularly important to the defendant that those jurors who are to determine his rights be as free as possible from actual or implied bias. The trial must be fairly conducted upon the evidence and the principles of law appropriate to the case.

VOIRE DIRE (voz latina). Un proceso que se lleva a cabo durante la selección del jurado en donde los abogados hacen preguntas a los candidatos sobre cualquier cosa para determinar si tienen algún prejuicio que les impida ser justos y objetivos. La decisión de un jurado siempre tiene que basarse sólo en la ley, los hechos y la evidencia, olvidándose de emociones o prejuicios personales.

WAIVE. To abandon or renounce a right, to throw away a privilege or the opportunity to take advantage of some defect or irregularity.

RENUNCIAR, DESISTIR. Abandonar cierto derecho u oportunidad.

WAIVER. The intelligent, voluntary, and knowing renunciation of a right by one possessed of all the facts and consequences of such an act. The essential element of it is an actual intent to voluntarily abandon or surrender a right. This distinguishes it from "estoppel" in which intent is immaterial.

RENUNCIA, ABANDONO. El abandono consciente e inteligente de cierto derecho por una persona que conoce las consecuencias y los hechos y que aun sabiendo ésto, renuncia a ello.

WARRANT. A written order issued by a magistrate addressed to a law enforcement officer commanding him to arrest the named person and bring him before the court, to answer or to be examined, with regard to some offense which he is charged with having committed.

Bench Warrant. An order issued by the court itself, or "from the bench" for the arrest of a person or to bring in a witness who did not obey a subpoena. It is distinguished from a warrant which is issued by a magistrate.

AUTORIZACIÓN. Una orden escrita del magistrado a un policía mandándole arrestar a cierto individuo para traerlo ante la corte para responder sobre cierto cargo.

Auto de Juez Para Detención de Una Persona. Esta orden se distingue de la anterior en que ésta es autorizada por el juez.

WITH PREJUDICE. The dismissal of a case which ends all the rights of the parties in the same way as if the case had been heard to a final judgment against the plaintiff.

SIN DERECHO DE NUEVO JUICIO, CON PREJUICIO. Dar por terminado un juicio sin derecho de volverlo a traer ante una corte por el demandante.

WITHOUT PREJUDICE. The dismissal of a case which in no way affects the rights or privileges of the plaintiff. He is free to bring a new suit at a later date on the same charges.

SIN PREJUICIO. La terminación de un juicio en tal forma que el demandante puede volver a acusar al demandado de los mismos cargos.

WITNESS. One who personally saw, heard or experienced a thing or event. He can testify under oath as to his personal knowledge of such an experience, whether in court, by deposition, or by affidavit.

TESTIGO. Una persona que presencia, escucha o pasa por algún suceso y que bajo juramento puede comunicarlo ya sea verbalmente o por escrito.

WORK PRODUCT. All matter of work done by an attorney in his professional capacity in the course of a client-attorney relationship.

PRODUCTO DE TRABAJO (de un abogado). Todo aquel trabajo que hace un abogado durante su relación personal con

RIT. A written order issued by a court addressed to an officer of the law, or directly to a named person requiring the performance of a specified act, or giving authority and commission to have it done.

MANDAMIENTO, DECRETO. Una orden escrita por la corte exigiendo que algo se haga o autorizando a cierto individuo que lo haga. La orden va directamente a cierta persona o a un oficial

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VÍCTIMA. La persona, familia o grupo social que padece una pérdida por culpa ajena.

[illegible]

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PLAN COMPENSATORIO PARA VÍCTIMAS. Un programa del gobierno que con fondos públicos da recompensa financiera a víctimas de crímenes.

VICTIMLESS CRIME. A criminal offense which does not directly cause a loss of property, physical injury, suffering or disadvantage to another person, but which may indirectly inflict such harm on family members, institutions, or society as a whole.,

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VOIR DIRE. A process which takes place during the selection of a jury. The lawyers are allowed to ask prospective jurors questions as to their general background and possible prejudices regarding the defendant, the crime involved, and other factors which might improperly influence their consideration of the case. It is particularly important to the defendant that those jurors who are to determine his rights be as free as possible from actual or implied bias. The trial must be fairly conducted upon the evidence and the principles of law appropriate to the case.

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WORK PRODUCT. All matter of work done by an attorney in his professional capacity in the course of a client-attorney relationship.

PRODUCTO DE TRABAJO (de un abogado). Todo aquel tra-

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[illegible]: A written order issued by a court addressed to an officer of the law, or directly to a named person requiring the performance of a specified act, or giving authority and commission to have it done.

MANDAMIENTO, DECRETO. Una orden escrita por la corte [illegible] o [illegible] que [illegible] haga [illegible] autorizando a cierto individuo que [illegible] a cierto [illegible] [illegible]. La orden [illegible] direc [illegible]

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1994
UNIVERSITY OF ARIZONA
NATIONAL CENTER FOR INTERPRETATION TESTING, RESEARCH AND POLICY
SUMMER INSTITUTE FOR COURT INTERPRETATION
A NON-PROFIT ORGANIZATION

Admission Requirements: Enrollment is limited to the first 65 candidates who:

1) Possess Spanish/English bilingual abilities, excellent proficiency only; **AND**

2) Submit a $150 **non-refundable** deposit, no exceptions; **AND**

3) Submit one of the following with the attached registration form:

   a) a letter from a current employer stating that you are currently working as an interpreter; **OR**

   b) a letter from a volunteer, public or community service agency stating that you are currently volunteering as an interpreter; **OR**

   c) proof of passage of the written portion of the Federal Court Interpreter Certification examination; **OR**

   d) proof of State Certification.

All applications will be verified.

Focus:

Simultaneous and Consecutive Interpretation and Sight Translation Techniques and Strategies
Vocabulary Improvement
Specialized Vocabulary
Retention and Notetaking Skills
Legal Procedures
Court Interpreter Ethics
Interpreter Protocol

Faculty:

A. Samuel Adelo, J.D., Certified Federal Court Interpreter, Freelance Interpreter, Santa Fe, New Mexico

Aleé Alger-Robbins, Post-Graduate Studies in Spanish and Linguistics, Owner and Operator, ALI (Anglo-Latino Interpretation), San Diego, California.

Frank Almeida, B.A., Certified Federal Court Interpreter, Director of Interpreter Services, United States District Court, Central District of California, Los Angeles, California

Joyce Garcia, M.A. Spanish Literature, Certified Federal Court Interpreter, Freelance Interpreter, Tucson, Arizona

Linda Haughton, Ph.D. Spanish, Certified Federal Court Interpreter, Staff Interpreter, U.S. District Court, El Paso, Texas

Laura Murphy, B.A.; M.T. (ASCP); Certified Federal Court Interpreter; Staff Interpreter, U.S. District Court, Tucson, Arizona

Tuition: $1,400 includes $150 **NONREFUNDABLE DEPOSIT**, materials, transcript fee, and parking; tuition may be tax deductible; **THERE** ARE NO EXCEPTIONS TO THE NONREFUNDABLE DEPOSIT POLICY.

Place: The University of Arizona, Tucson.

Dates: July 11 - July 29, 1994 DEADLINE FOR PAYMENT JUNE 24, 1994 An admission packet with registration information will be sent upon acceptance of a completed application and receipt of the $150 nonrefundable deposit.

Times: Daily, Monday - Friday; 8 a.m. - 12 noon and 1 p.m. - 5 p.m.; 112.5 contact hours; 11.25 Continuing Education Units; **Regular** University credit available with additional fees and regular University admission.

Required Supplies: English and Spanish bilingual dictionaries; Cassette recorder with earphones; blank tapes (60 minute Sony HF; TDK SA; or TDK D); one 2" 3-ring looseleaf notebook, stenopads, pens and pencils. FOR REASONS OF COMPATIBILITY, NO MICRO TAPE RECORDERS THAT USE MICRO TAPES OR WALKMAN-TYPE TAPE PLAYERS ARE ALLOWED.

Required Text: Fundamentals of Court Interpretation: Theory, Policy and Practice by Roseann D. Gonzalez, Victoria F. Vasquez, and Holly Mikkelson. If you do not have a copy of Fundamentals of Court Interpretation write, call, or fax: Carolina Academic Press, 700 Kent Street, Durham, NC 27701 at 804/296-0686 or fax at 919/493-5668.

RETURN REGISTRATION FORM TO:
DR. ROSEANN DUEÑAS GONZALEZ, DIRECTOR
SUMMER INSTITUTE FOR COURT INTERPRETATION
MODERN LANGUAGES BUILDING, ROOM 445
UNIVERSITY OF ARIZONA
TUCSON, AZ 85721

FOR MORE INFORMATION CALL (602) 621-3615.

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INFORMATION AND APPLICATION PACKET
(Revised August 1991)

CALIFORNIA STATE PERSONNEL BOARD QUALIFYING EXAMINATION FOR

SPANISH

ADMINISTRATIVE HEARING INTERPRETER

AND

COURT INTERPRETER

TO APPLY

Complete the application within this packet, attach a $157 money order or cashier's check, and return to:

Cooperative Personnel Services
Court Interpreter Program Division
191 Lathrop Way, Suite A
Sacramento, CA 95815
(916) 924-2274

Cooperative Personnel Services (CPS), a joint powers public agency which provides a full range of personnel testing services, serves over 1,000 public agencies and is under contract with the California State Personnel Board (SPB) to administer and manage the Administrative Hearing and Court Interpreter program. CPS has managed this program since 1978 and works closely with SPB, the courts and other appropriate agencies and public bodies to ensure the validity of the testing material and process.

THE TESTING PROCESS

An applicant must submit a completed application, with the filing fee attached, to this office. (NOTE: Outdated or incomplete applications will be returned unprocessed as will applications submitted without the correct filing fee attached.) Once these items have been received, the applicant will be scheduled to appear for the next written test. The first communication applicants will receive from CPS will be a scheduling notice which includes the date, time and location of the test. These notices are mailed to each applicant approximately two weeks prior to the written test date. CPS does not send notices advising an application has been received. Applicants who require confirmation that their application has been received should send their application and filing fee by **registered mail, return receipt requested.** Final filing dates (postmarks) are strictly adhered to; late applications will be held for the next scheduled test date.

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Written test results are mailed approximately 3-4 weeks after the written test date. Candidates must achieve a passing score in both the English and Spanish written test components in order to be scheduled for the second phase of the testing process, the oral performance exam. Results from the oral performance test are mailed approximately six weeks after the applicant has tested. **Information pertaining to test results is NOT given via telephone.**

Applicants who pass the Spanish/English written test must pass the oral test component within 11 months of having passed the written test. If an applicant fails to pass the oral component within that time period, the applicant must take and pass the written test again before he/she will be scheduled for the oral component.

Questions related to the testing process should be directed to CPS in writing at the address appearing on page 1.

DEFINITION OF INTERPRETERS:

Administrative Hearing and Court Interpreters provide consecutive and simultaneous interpreting services for persons who do not speak English or who have difficulty understanding English. The interpreter is responsible for interpreting all oral communication pertaining to the matter being heard. Because this includes interpreting statements made by judges, attorneys and expert witnesses, all of whom frequently use legal and technical terminology, interpreters must be able to accurately interpret for individuals with high levels of education as well as persons with very limited language skills. Depending upon the nature of the matter being heard, the interpreter may be required to interpret language which may be considered graphic or offensive. Interpreters are also responsible for translating written documents from English into Spanish and from Spanish into English.

EXAMPLES OF AN INTERPRETER'S DUTIES:

Administrative Hearing interpreters provide services for medical, welfare, unemployment, and other regulatory agency matters which have reached litigation.

Court interpreters provide services for municipal and superior courts on criminal, juvenile and traffic matters. They may be assigned to courtroom duties such as arraignments, preliminary hearings, and all aspects of trials including sentencings where they must interpret consecutively and/or simultaneously.

Interpreters must frequently interpret oral communications which include intense cross-examinations and complex jury instructions. Interpreters may also be required to provide services during informal meetings in jail holding cells and other facilities.

Administrative and court interpreters may be required to translate written material, often of a legal nature, from English into Spanish and Spanish into English. Translations may be done orally or in written format, depending upon the requirements of the judge.

REQUIREMENTS:

There are no formal requirements to apply for this examination. Applicants must pass both a comprehensive written test and oral performance test which will assess language proficiency in English and Spanish. The multiple-choice written test will cover vocabulary, grammar, syntax, verb tenses, gender, reading comprehension, translation, and interpreter principles and practices. Applicants successful in the written test will be scheduled to appear for the oral performance test at which time each candidate will be tested privately before an examination panel in a conference room setting. The exam will be tape recorded and candidates will be required to sign a security agreement pertaining to the confidentiality of exam material. Without the use of dictionaries, books, notes or any other aids, candidates must demonstrate the following knowledge, skills and abilities:

1. Interpret/translate **ACCURATELY** without adding, deleting, paraphrasing, or changing the meaning of the examination material. This includes rendering sight translations.
2. Use **CORRECT** vocabulary, pronunciation, grammar, syntax (phrase/sentence structure), register and gender.
3. Perform **consecutive** interpreting **accurately** without lengthy hesitation and with little or no need to have material repeated.
4. Perform **simultaneous** interpreting **accurately**, while listening with a headset to tape recorded material, at a rate of approximately 120-140 words per minute.
5. Demonstrate **extensive** knowledge of correct legal and technical terminology as used in administrative hearings and court proceedings.

Candidates who do not pass the oral performance test within 11 months of having taken and passed the written test must re-take the written test before they can reapply for the oral performance test.

to their geographical location. For instance, if fewer than 10 applicants request to participate in the test at the Fresno site, those applicants will be scheduled to appear in Sacramento.

NOTE: Cooperative Personnel Services reserves the right to adjust exam scheduling to meet program needs.

SCHEDULING YOUR ORAL PERFORMANCE TEST

> **Select your test dates carefully because once your application is received, you cannot change your test date or site.**

The application form attached to this packet lists dates for the oral performance exams in 1992. Submittal of an application indicates your desire and intent to participate in the exam during the week you selected and in the geographical area you selected. As stated above, be sure to select your test dates carefully because once your application is received, you cannot change your test date or site. If you fail to appear as scheduled, you will forfeit your filing fee. Applicant requests to reschedule an exam appearance will not be granted except when the applicant provides proof that he/she suffered an illness or injury, or experienced a death in his/her immediate family, which prevented participation in the exam.

DESCRIPTION OF THE ORAL PERFORMANCE EXAM

For the oral performance exam, individual applicants are tested before an examination panel consisting of two examiners and a panel chairperson in a conference room setting. The exam is tape recorded and applicants will be required to sign a security agreement pertaining to the confidentiality of exam material and other related issues. The exam is comprised of the following three components:

> Consecutive Interpreting - Designed as a role play exercise, the consecutive component requires the candidate to serve as the interpreter for the examination panel members. The panel members will read material which is a simulation of a court or hearing transcript. The examiners will read anywhere from about 5 to 30 words at a time which the candidate must then interpret after the examiner stops speaking. The interpretations rendered by the applicant are compared to copies of correct interpretations used by the examining panel. Candidates may take notes during this component but must turn in their notes before leaving the exam room.

> Sight Translation - For this component, the candidate will be given one document in English to orally translate to Spanish, and one document in Spanish to orally translate to English. The candidate will be given one minute to review each document prior to rendering his/her oral translation. The candidate's rendition is compared to copies of correct translations used by the examining panel.

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Simultaneous Interpreting - Using a headset (earphones), the candidate will listen to a tape recording in English and orally interpret the material into Spanish, speaking at the same time without pauses, at a rate of 120-140 words per minute for up to 3 1/2 minutes. The candidate's rendition is compared to copies of correct interpretations used by the examining panel.

Without the use of dictionaries, books, notes or any other aids, candidates must demonstrate the following knowledge, skills and abilities during the oral performance exam:

1. The ability to interpret/translate ACCURATELY without adding, deleting, paraphrasing, or changing the meaning of the examination material.

2. The ability to use CORRECT vocabulary, pronunciation, grammar, syntax (phrase/sentence structure), register and gender.

3. The ability to perform consecutive interpreting accurately without lengthy hesitation and with little or no need to have material repeated.

4. The ability to perform simultaneous interpreting accurately, while listening with a headset to tape recorded material, at a rate of 120-140 words per minute. (This is required for qualifying at the level of Court Interpreter.)

5. Demonstrate extensive knowledge of correct legal and technical terminology as used in administrative hearings and court proceedings.

The oral performance test is scored on a pass/fail basis using a standardized rating system based on professional testing standards, a validation study which determined the knowledge, skills and abilities required of court and administrative hearing interpreters, and expertise provided by recognized experts in the fields of linguistics, interpreting, and test development.

CALIFORNIA COURT INTERPRETERS ASSOCIATION ANNUAL CONFERENCE
OCTOBER 5-6, 1991
NEWPORT BEACH, CA.

"WHAT IT TAKES TO BE AN INTERPRETER FOR NEW AND ASPIRING INTERPRETERS". -------------------- SARA KRAUTHAMER

- **LANGUAGE SKILLS:** to be able to speak, read and write two languages with native proficiency. Equal proficiency in both languages.

  Possess tremendous depth of vocabulary and knowledge of both languages from the sublime to the ridiculous.

  Acquire a specialized vocabulary depending on the field you want to specialize, ex: medical terminolgy, legal terminology, automotive terminology, etc.

  Be able to understand concepts before interpreting them. Convey the meaning of the entire picture, sentences and paragraphs, always in context, not words in isolation.

  Slang: Be able to produce an equivalent concept in the target language.

  Profanity: Be able to convey the power of the message carried in those words. Find an equivalent insult that will convey the exact feeling, anger and tone. Be an evaluator of how much power the word carries so that you can be able to express the same kind of impact. Have the ability to evaluate the situation and reproduce its power.

  MEMORY: Work at developing both short term and long term memory.
  Long term memory: That which enables us to remember things we learned some time ago.
  Short memory: That which we need to retain for a short period of time and can then erase from your mind.

  STAMINA: To be able to continue talking and listening for hours at a time. It can be very exhausting. Learn how to use your vocal chords to your advantage.

  SPEED: Be able to reproduce in another language what you are hearing in the source language immediately.

INTERPERSONAL SKILLS: You must be able to deal with a lot of people: the defendant, his family, court personnel. Always be aware that the judge is the boss in the court room. Remember that a court clerk can make you or break you.

PROFESSIONAL ETHICS: Always maintain confidentiality, Respect attorney-client privilege. Do not discuss the case with the news media and never answer questions from the other side.
Be impartial, do not express your opinion.
No facial gestures.
Avoid contact with attorneys during the trial.
Never socialize with the defendants, their families or the jurors.
Be professional.
Admit mistakes.
When addressing the court, refer to yourself in the third person: "Your Honor, may the interpreter clarify.....?"
Dress the part, remember you are in a formal environment.

ANA M. ITURBE
BUS 226

CALIFORNIA COURT INTERPRETERS ASSOCIATION, ANNUAL CONFERENCE
OCTOBER 5-6, 1991
NEWPORT BEACH, CA.

"TALKING POWER" -------------PROFESSOR ROBIN TOLMACH LAKOFF

Language makes sense when used in context. Conversation is patterned, complex and intricate. Sounds, words and sentences lead to communication and interpersonal use of language.

Social linguistics is what makes us members of a group and gives us certain choices in speech. Group membership gives us identification and camaraderie.

When you find yourself in a courtroom setting, you will find yourself in awe of the communication going on there. Courtroom language -legal language- is a special formal language that bonds certain groups. Courtroom dynamics result in a special form of communication. It has more levels than most everyday conversations. For example, during voir dire, the questions asked by the attorneys of the prospective jurors must be formulated in an acceptable manner to both parties, specially in capital cases. You will see that as a result of the adversarial system, courtroom language gets distorted in peculiar ways. All sorts of interesting things happen. For example, a simple phrase like "are you crazy, man" can elicit different responses from either party: the defense could use the word "crazy" and turn it into diminished capacity to their advantage while the prosecutor would strive to move "crazy" out of the serious into the colloquial, something like the defendant might be "loosely wrapped". You must be ready to grasp the nuance and possess an overview of linguistics in the courtroom. Remember the adversarial conditions within the courtroom. Discovery of the truth is very important, but winning is most important. Language helps to win. Confusion is many times to the advantage of the "confusers".

Courtroom language is designed as a public language, it is perfectly clear. Pure standard English. Slang is not a part of it. Jurors usually have problems understanding this formal language they feel at a loss. The courtroom is highly ceremonious and formal. Strict rules of formality are observed. Sessions are sharply defined, boundaries are specifically marked. Their purpose is to remind us that we are in a special place where the rules are different. We have to process differently. We are not in court to be friendly. Remember, language in the courtroom is extraordinary and its use has significant consequences.

CCIA ANNUAL CONFERENCE
NEWPORT BEACH, CA.
OCTOBER 5-6, 1991

"SOCIO-CULTURAL CONCEPTS IN INTER-LINGUAL COMMUNICATION"
DR. EUGENE NIDA, Ph.D.

There is no such thing as a single language. Think of all the places where English is spoken and the differences from one country to another" the United States, England, New Zealand, South Africa. The same goes for Spanish: Spain, Mexico, Argentina, Cuba, etc. Think of Chinese, there are 5 major languages related to Chinese, each vastly different and within each a variety of at least 50 dialects. As you can see there are no exact equivalents from one language to another. An interpreter and translator has to do the impossible: fitting the context into the target language.

In court it all depends on context, we need to find words that fit that particular person or situation. Fit and context. Think of the person who is going to understand you. Think bilingually and biculturally. Understand the culture. Statements in one culture might not make any sense in the target language. Remember that idioms are tied to culture.

Sounds, gestures and intonation make all the difference on how we speak.

If we speak rapidly, what message are we sending: Nervous? Insecure? Or too much too say and very little in which to say it?
If we speak smoothly: Did he memorize it? Could he be lying?
If we hesitate: Is he thinking, or could he be stalling?

The court pays a great deal of attention to the interpreter, you are like an actor center stage. Calm dignity combined with empathy, great language sensitivity and concern for people are the qualities you should strive to achieve.

In court the stakes are so high and the consequences so terrible, in many instances it is difficult not to be sympathetic. Remember you are paid by the State. These contradictions are not easy, you can't help being a human being.

Eye contact is very important. Who are you looking at makes a difference. Eye contact communicates what is relevant.

Grab the concept, encode it in a meaningful way into the target language. You must have the capacity to organize information, this is the clue to become a good interpreter. Don't fish for words, haul in the concepts as automatically as possible. You cannot be a perfectionist in this job. Remember you are a most important link, you must work in one direction and have plenty of common sense.

ANA MARIA ITURBE

Sara Krauthamer
CCIA Conference
October 1993

	PENAL CODE	CODIGO PENAL
451(a)	Arson Causing Great Bodily Injury	Incendiarismo que Causa Graves Lesiones Fisicas
450	Arson	Incendiarismo
455	Arson Attempt	Intento de Incendiar
245(b)	Assault upon a Peace Officer or Fireman	Agresión a un Policia o Bombero
245(a)	Assault with a Deadly Weapon or Force Likely to Produce Great Bodily Injury	Agresión con Arma Mortifera/Mortal o Capaz de Causar Graves Lesiones Fisicas
149	Assault by an Officer under Color of Authority	Agresión por Abuso de Autoridad
229	Assault with Intent to Commit Rape, Sodomy, Mayhem, or Robbery	Agresión con Intención de Violar, Sodamizar, Mutilar, o Robar
664	Attempt	Intento
242	Battery	Agresión Física/Corporal
647s	Begging	Mendigar
281.282	Bigamy	Bigamia
337	Bookmaking	Concertar Apuestas
459	Burglary	Escalamiento/Allanamiento/Meterse a Robar
459	Burglary, Commercial	Escalamineto Comercial/Robo de Comercio
459	Burglary, Residential	Allanamineto de Morada/Escalamiento de Vivienda/Robo de Vivienda
12031	Carrying Loaded Firearm	Portar Arma de Fuego Cargada
476	Checks, N.S.F.	Girar Cheques sin Fondos
270	Child Neglect	Descuido de Ninos
273(a)	Child Mistreating Likely to Produce Great Bodily Injury or Death	Maltrato de Ninos Capaz de Causar Graves Lesiones Lesiones o Muerte
273(d)	Child or Wife Beating	Dar Golpes a Menor de Edad o Esposa
278	Child Stealing	Secuestro de Ninos
182	Conspiracy	Asociación deleituosa/Conspiración
647	Disorderly Conduct	Conducta Escandalosa
415	Disturbing the Peace	Alterar el Orden Publico
503	Embezzlement	Desfalco, Malversación de Fondos
518	Extortion	Extorsión
476	Fictitious Checks	Cheques Falsificados/Falsos
470	Forgery & Possession of Fake I.D.	Falsificación y Posesión de Identificación Falsa
283	Incest	Incesto
314	Indecent Exposure	Exhibicionismo
297	Kidnapping	Secuestro
209(t)	Kidnapping for Robbery	Secuestro para Robar
209(a)	Kidnappy for Ransom or Extortion	Secuestro-por Rescate o Extorsion
288.1	Lewd Act w/ Child under 14	Acto Lascivo (Impúdico/Indecente) con Menor de 14
647a	Lewd Conduct	Conducta Indecente/Impúdica
594	Malicious Mischief	Daño por Maldad
193(3)(a)	Manslaughter-Driving with Gross Negligence	Homicidio-Automovilistico por Descuido Grave
192(2)	Manslaughter-Involuntary	Homicidio-Involuntario
192(1)	Manslaughter-Voluntary	Homicidio-Voluntario
203	Mayhem	Mutilación
187	Murder	Asesinato
189	Murder-1st Degree	Asesinato en Primer Grado
288a	Oral Copulation	Copula/Copulación Oral
118	Perjury	Perjurio, Dar Falso Testimonio
266	Pimping, Pandering	Alcahuetear/Lenocinio(Mexico)
647f	Plain Drunk	Borracho/Beodo/Ebrio
453(a)	Possession of Explosives, Flammable Matter	Posesión/Tenencia de Explosivos o Material Inflamable
475(a)	Possession of Forged Check & Warrants	Posesión de Cheques y Vales Falsificados
453(t)	Possession, Manufacture, Disposal of Firebomb	Poseer/Tenencia,Fabricar, Distribuir Bomba
Incendiaria		
475	Possession of Foreged Bills & Notes	Posesión de Billetes y Letras Pagares Falisificados

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1200	Possession of Dangerous Weapon	Posesión de Arma Peligrosa
647b	Prostitution	Prostitución
261	Rape	Violación Sexual
264.3	Rape in Concert w/ Force and Violence	Violación Sexual en Conjunto con Uso de Fuerza y Violencia
452(a)	Recklessly Causing Fire w/ G.B.I.	Incendiarismo por Desconsideración con Lesiones Físicas Graves
211	Robbery	Asalto/Robo por Intimidación
211(a)	Robbery-of Operator of Transportation, Vehicle for Hire	Asalto/Robo-de un Chofer de Transporte Público
246	Shooting at Inhabited Dwelling, Building, Occupied Motor Vehicle	Disparle a una Vivienda Habitada, Edificio, Vehículo con Persona
286(b)(1)	Sodomy if Victim under 18	Sodomia con Victima Menor de 18
286	Sodomy	Sodomia
127	Subornation of Perjury	Soborno para Dar Falso Testimonio
666	Theft, Petty w/Prior	Hurto de Menor Cuantia con Fallo Condenatorio Previo
487	Theft, Grand	Hurto de Mayor Cuantia/Hurto Mayor
484	Theft, Petty	Hurto de Menor Cuantia
602	Trespassing Real Property	Intrusión/Meterse a una Propiedad Privada
602	Trespassing	
261.5	Unlawful Sexual Intercourse	Relaciones Sexuales Prohibidas
647	Vagrancy	Vagabundear
271	Willful Desertion of Child	Abandono Intencional de Ninos
	Vehicle Code	Codigo de Transito
10852	Auto Tampering	Manosear un Auto
23101	Driving under the Influence of Alcohol and Drug: Bodily Injury	Manejar Bajo la Influencia de Alcohol y Drogas Causando Lesiones
23152	Driving under the Influence of Alcohol &/or Drugs	Manejar Bajo la Influencia de Alcohol y/o Drogas
10851	Driving a Car without Consent	Conducir sin Permiso (del dueno)
42000	Felony Traffic Offense not Otherwise Provided	Delito Grave de Tránsito no Especificado
4463	Forgery of Ownership Certificate/License	Falsificación de Título de Propiedad de Licencia
20001	Hit and Run: Personal Injury	Chocar y Huir Causando Lesiones
	Health & Safety Code	Codigo de Salubridad y Previsión
11340	Illegal Possession of Narcotic Drugs (heroin, cocaine, etc.)	Posesión Ilegal de Narcóticos (heroína, cocaína, etc.)
11362	Illegal Transportation, Sale, Furnishing	Transporte, Venta, Suministro Ilegal
1368	Maintaining a Place for Selling, Giving, Using	Mantener un Lugar para Vender, Suministrar, Usar
11379.5	Manufacture of PCP	Fabricación de PCP
11357	Marijuana, Possession	Posesión de Marihuana
11357(c)	Marijuana, Possession, More than 1 oz.	Mas de 1 Onza
11357(b)	Marijuana, Possession, Not More than 1 oz.	No Excede 1 Onza
11358	Narcotic Drug: Forging, Altering Prescription	Falsificar o Alterar Receta Médica
1378.5	Possession of PCP for Sale	Posesión de PCP para la Venta
11351	Possession for Sale (Narcotics)	Posesión de Narcótico para la Venta
11377	Possession of PCP	Posesión de PCP
11377	Possession of Pills	Posesión de Píldoras
11355	Sale or Furnishing Substance Falsely Represented as a Controlled Substance	Venta o Distribución de Sustancia que se Hace Pasar por Sustancia Prohibida

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PRESENTS

THE INTERPRETER'S EDGE

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A collection of Spanish/English glossaries including difficult to translate terminology specific to eight different areas.

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This Spanish/English program was created by Holly Mikkelson, Director of Interpreter Training at the Monterey Institute, following many years of research, testing and practical application. It is the direct result of hundreds of hours spent training students of all levels of ability and experience.

COMPONENTS

1 Student Manual (218 pages, containing over 200 exercises) which serves as a visual support to the taped material.

1 Manual containing Instructor/Self study Notes (76 pages), including translations of most of the material found on the tapes and the student manual. It also contains useful notes/comments related to problematic areas of which the student should be aware.

8 Sixty minute audio cassettes containing practice exercises for the development of simultaneous and consecutive skills. Cassettes are packaged in a handy vinyl case.

ABOUT THE PROGRAM

The objective of this program is to help the student develop, improve or maintain her interpreting skills. To this end, it focuses on those strategies or techniques essential to the mastering of the three interpreting modes found in the courtroom.

The materials utilized are drawn from hearings conducted at the Superior, Municipal and Juvenile courts as well as from administrative hearings. Alternating between English and Spanish, the taped material contains the exact mode of expression, terminology and flavor of what is encountered in the courtroom or in the hearing room.

Simultaneous: The simultaneous section contains numerous exercises which have been taped at varying speeds, a very effective way to challenge and motivate the student while exposing her to the different oral speeds experienced in real life situations.

Consecutive: The question and answer format of the exercises for consecutive interpreting covers different degrees of difficulty in terms of length, vocabulary and register. The memory and notetaking exercises are extremely useful in developing those skills necessary to master this mode.

Sight Translation: The sight translation section is replete with documents representative of those encountered by court and administrative hearings interpreters, illustrating different structural and syntactic difficulties as well as different registers of the written language.

Translations: An extensive and comprehensive compilation of key terms, phrases, and entire passages, as found in context. The translated material ranges from general vocabulary and expressions to highly technical and formal terminology as well as idioms and street slang.

Notes/Comments: Very timely and useful, are interspersed throughout the translation book. The notes focus on explanations or clarifications regarding linguistic and cultural difficulties or other problems that might arise in courtroom procedures and protocol.

Applications: The program is structured in such a way that it may be used not only as a homestudy program but also can be used as the basis for formal classroom instruction under the guidance of an experienced trainer. The manual containing Instructor/Self Study Notes provides specific instructions as to usage in either mode.

This program will prove invaluable to anyone wishing to become a certified court interpreter or simply wishing to maintain the competitive edge in this field.

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PROGRAMS FOR INTERPRETING AND TRANSLATING

Court Interpreting Seminars
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Held periodically)
Austin, TX 512-471-5551

Center for Legal Translation & Interpretation Studies
John Jay College of Criminal Justice
415 West 59th Street, Room 1269
New York, NY 10019 212-489-5183

Interpreting Program
Dr. Rene Waldinger
Graduate School
City University of New York
33 W. 42nd Street
New York, NY 10036 212-642-1600 x2312

Certificate Program in Translation/Interpretation
Dr. Gustavo Segade
Dept. of Spanish and Portuguese
San Diego State University
San Diego, CA 92182 619-594-5172

Interpretation/Translation Program
Ann Earl
University of California Extension
Carriage House
Santa Cruz, CA 95064 408-429-2688

Course for Court Interpreting
Sally Mikkelson
Monterey Institute of International Studies
425 Van Buren St.
PO Box 1987
Monterey, CA 93940 408-647-4115

Interpreting Program
La Vonia Silva, Coordinator of Extended Educ
Merced College
12 W. Main Street
Merced, CA 95340 209-384-6275

Interpretation Seminar
Dr. Nancy Schweda Nicholson, Director
31B John M. Clayton Hall
University of Delaware
Newark, DE 19716-7410 302-831-1080

Division of Interpretation and Translation
School of Languages and Linguistics
Georgetown University
Washington, DC 20057-0993 202-687-5848

Summer Institute in Spanish/English Judiciary Interpreting
Sarah Ocasio
Foreign Language Department
New York University School of Continuing Education
8 Cooper Square, Room 107
New York, NY 10003 212-998-7030

California State University at San Bernadino
Department of Foreign Languages (cont..col.2)
5500 University Parkway
San Bernadino, CA 92407 909-880-5858

Translation/Interpretation Training Program
Dr. Leonel de la Cuesta, Director
Dept. of Modern Languages
Florida International University
Tamiami Campus
Miami, FL 33199 305-348-2130

Translating and Interpreting Course
Dr. Bruce Boeglin
Marymount-Manhattan College
221 East 71st Street
New York, NY 10021 212-517-0564

Interpretation and Translation Certificate Program
Alexandre Rainof, Academic Coordinator
Department of Humanities, Sciences and Social Sciences
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10995 Le Conte Avenue, Suite 711
Los Angeles, CA 90024-2883 213-825-1898

Program for Court Interpretation & Translation
Donna Bettencourt, Program Coordinator
University Extension at UC/Davis
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Peggy Harris, Coordinator
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Summer Institute for Court Interpretation
Dr. Roseann D. Gonzalez, Director
Modern Languages, Room 445
University of Arizona
Tucson, AZ 85721 602-621-3615
July 12-30, 1993

Center for Interpretation and Translation Studies
Etilvia Arjona-Tseng, Director
College of Languages, Linguistics & Literature
University of Hawaii at Manoa
East West Road Building 1, Room 6
Honolulu, HI 96822 808-956-6233

Juan Jose Pena
c/o Dr. Rupert Trujillo
Dean of Continuing Education
College of Continuing Education
University of New Mexico
1634 University Blvd, NE
Albuquerque, NM 87113

California State Court Interpreter Preparation
Clovis Adult Center
901 Fifth Street Room M01
Clovis, CA 93612 209-299-4368

If you know of any corrections or additions to this list please contact Ed Muldowney, Institute for Court Interpretation, University of Arizona, Modern Languages, Room 445, Tucson, AZ 85721, 02-621-3615.

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THE JUDICIAL COUNCIL OF CALIFORNIA
COURT INTERPRETERS ADVISORY PANEL

Fact Sheet

Advisory Panel's Mandate

Senate Bill No. 1304 (Stats. 1992, ch. 770 (Lockyer)) made the Judicial Council of California responsible for the California Court Interpreters Program. The legislation also provides for a Court Intepreters Advisory Panel to assist the council in implementing the comprehensive program to improve interpreting services in the courts (Gov. Code 68565). The program is to provide for interpreter recruiting, training, testing, certification and certification renewal, continuing education, administration, and performance evaluation. Initially the panel will develop operating guidelines and procedures for council approval.

Ensuring equal access for all is a council priority. Based on public hearings and extensive research conducted in conjunction with the Commission on the Future of the California Courts and the Advisory Committee on Racial and Ethnic Bias in the State Courts, the council has acknowledged that the public perception of fairness in and equal access to the court system needs to be improved.

According to recent studies, the population in California is changing rapidly. More than 400 langues and dialects are spoken in the state tody and it is projected that by the year 2000 everyone in California will be a minority. More and more non-English-speaking persons are using the courts. The availability of qualified language interpreters is therefore a key element in improving access to the courts for non-English speakers.

Judicial Council Requirements Under Senate Bill No. 1304

The Judicial Council shall:

1. Adopt good cause and qualification procedures and guidelines.
2. Designate the languages for which certification programs shall be established.
3. Approve one or more entities to certify Spanish language interpreters and interpreters for as many other languages as designated by the Judicial Council. The Judicial Council may give provisional approval to an entity to examine interpreters pending final approval of one or more certificiation entities.
4. Adopt and publish guidelines, standards, and procedures to determine which certification entities will be approved to test and certify interpreters.
5. Develop and implement procedures to administer the list of recommended court interpreters previously established by the State Personnel Board.
6. Develop procedures and standards for certifying interpreters on the State Personnel Board list of recommended court interpreters without reexamination based on criteria determined by the Judicial Council.
7. Adopt standards and requirements for interpreter proficiency, continuing education, certification renewal, and discipline.
8. Adopt standards of professional conduct for court interpreters.
9. Adopt programs for interpreter recruiting, training, and continuing education and evaluation to ensure that an adequate number of interpreters are available and that they interpret competently.
10. Establish guidelines for fees or set fees for applications to take the court interpreter examinations, for renewal of certifications, for certification of interpreters on the list of recommended court interpreters, for maintaining interpreters on the recommended list until January 1, 1996, and for other functions and services provided under this article.
11. Conduct a study of language and interpreter use and need in court proceedings. Report to the Governor and to the Legislature not later than July 1, 1995, and every five years thereafter.

Appointment

The Court Interpreters Advisory Panel was appointed by Chief Justice Malcolm M. Lucas in June 1993, under Government Code section 68565, which authorizes the Judicial Council to establish an advisory panel to assist the council in performing its duties under the court interpreter legislation (Stats. 1992, ch. 770; Gov. Code, §§ 68560–68566).

Membership

The current advisory committee consists of 15 members representing a diversity of languages, courts, geographic regions, and interests. Eight members are interpreters, three are court administrators, two are judges, and two are attorneys. A complete roster of the advisory panel appears on the reverse of this fact sheet.

Further Information

For further information about the Court Interpreters Advisory Panel, please contact Elizabeth Vazquez-Avila or Sondra Claire, Administrative Office of the Courts, 303 Second Street, South Tower, San Francisco, California 94107; (415) 904-5853.

GLOSSARY OF TERMS

CIVIL CASES:

When two or more people are involved in a dispute or disagreement where legal action is necessary to settle the issue.

Decisions in Civil cases are called "judgements."

The party against whom the judgement is made is ordered to pay "damages" usually in the form of some amount of money.

SMALL CLAIMS CASES:

Disputes involving sums under $1,500.00. Parties in a Small Claims case present their own cases and are not allowed to be represented by an attorney.

CRIMINAL CASES:

When a person is accused of breaking the law. There are three types of crimes:

Infractions - Public offenses, such as traffic tickets where only fine may be imposed and the person may not be confined to jail or prison.

Misdemeanors - Less serious crimes where the maximum punishment is one year in jail or $1,000.00 fine.

Felonies - More serious crimes, such as robbery, which are punishable by confinement in prison.

SUPREME COURT

ONE JUSTICE AND
SIX ASSOCIATES

COURT OF APPEAL

SIX DISTRICTS OF WHICH SAN
DIEGO COUNTY IS THE FOURTH DISTRICT

SUPERIOR COURT

FIFTY-EIGHT (ONE FOR EACH COUNTY)

RESPONSIBILITIES:

CRIMINAL CASES: FELONIES
CIVIL CASES: OVER $25,000.00

MUNICIPAL AND JUSTICE COURTS

MUNICIPAL COURTS	JUSTICE COURTS
DISTRICTS WITH POPULATIONS OVER 40,000	DISTRICTS WITH POPULATIONS UNDER 40,000

RESPONSIBILITIES:

CIVIL CASES: $25,000 OR LESS
CRIMINAL CASES: MISDEMEANORS
AND INFRACTIONS

Prepared by the San Diego County Superior Court

OIPA1OM0588

California Court System

County of San Diego

CALIFORNIA COURT SYSTEM

The California Constitution provides for a system of courts. Justice Courts, Municipal Courts, and Superior Courts are the state's trial courts. The Supreme Court and Court of Appeal review decisions of the trial courts.

JUSTICE COURTS AND MUNICIPAL COURTS

Justice Courts and Municipal Courts are responsible for making decisions in criminal misdemeanor cases (less serious crimes), infractions (such as traffic tickets), small claims cases and civil cases involving $25,000.00 or less. Municipal Court judges also preside over preliminary hearings in felony cases (more serious crimes) to determine whether or not to hold a defendant for further action in Superior Court. Municipal Court judges are appointed by the Governor and elected for six year terms by voters who live in the districts in which courts are located. Justice Courts have similar responsibilities to Municipal Courts but are established in districts with populations of 40,000 or less. There are no Justice Courts in San Diego County.

SUPERIOR COURTS

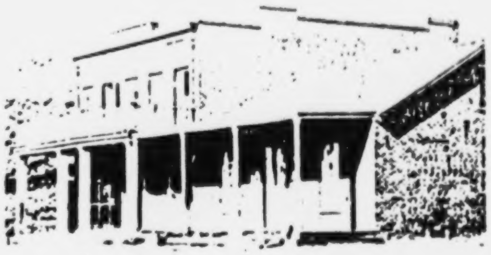
Superior Courts are responsible for making decisions in all criminal felony cases and civil cases over $25,000.00. The Superior Court also conducts probate court, juvenile court and domestic court. There are Superior Courts in each of California's fifty-eight counties, with varying numbers of judges depending on the population of the county. Superior Court judges are appointed by the Governor and elected in county-wide elections to serve six year terms.

COURT OF APPEAL

The Court of Appeal reviews decisions made by the Municipal and Superior courts. Cases are decided by a panel of three judges. There are six appellate districts in California. San Diego is the fourth district. Appellate Court justices are appointed by the Governor and elected.

SUPREME COURT

The Supreme Court is the highest court in the state. The main purpose of the Supreme Court is to review the decisions made by lower courts. The Supreme Court consists of a Chief Justice and six Associate Justices. The decisions of the Supreme Court are binding on all other courts. Supreme Court Justices are appointed by the Governor and elected in state-wide elections.



The Whaley House served as home to San Diego County Courts from 1869 to 1871. The historic structure was restored by the Board of Supervisors during 1958-60.

HISTORY OF THE SAN DIEGO COUNTY COURT SYSTEM

San Diego's first judge was District Judge Oliver Spencer Witherby. He was the first American lawyer to make his home in San Diego. When California attained statehood in 1850, he became the first judge of a district, which included nearly all of Southern California.

The first courthouse in San Diego was a 25 foot by 30 foot brick building in Old Town. It was constructed in 1847 and Judge Witherby held his first court session in May of 1850.

The next home of the courthouse, also in Old Town, was the historical Whaley House; built by storekeeper Thomas Whaley in 1856. Whaley House is presently preserved as part of Old Town State Historical Park.

Alonzo Horton, the father of "New Town," the present site of downtown San Diego, donated the land upon which the first permanent courthouse was built in 1870. Over the years, the courthouse has been reconstructed and expanded and in 1961, the present courthouse was built on the same site donated by Mr. Horton in 1872.

In addition to the downtown courthouse, the California Court System in San Diego County has grown to include Regional Court Houses in the San Diego North County in Vista, South Bay in Chula Vista, and East County in El Cajon. There is also a separate Juvenile Court building and other satellites of the court, such as the Municipal Court Traffic Division.

STATEMENT OF INTERPRETER SERVICES PERFORMED AND REQUEST FOR PAYMENT

I, ______________________________, provided interpreter services in ______________________________ on
(language)

______________________________ in the following matters and request payment therefor:
(date)

CLAIMANT	CASE NO.	TIME OF HEARING	LOCATION STREET ADDRESS AND CITY	CHECK IF NO-SHOW	CANCELLATION $20 - DATE NOTIFIED	TRANSLATION TIME SPENT	FEE CLAIMED

MILEAGE: __________ miles at ______ cents per mile
(Recommended rate is 24 cents per mile. See reverse for mileage information.)

INTERPRETER FEES: ______________

I CERTIFY THAT THE ABOVE IS A TRUE STATEMENT OF INTERPRETER SERVICES PERFORMED AND MILEAGE EXPENSES INCURRED BY ME. IF 30¢ PER MILE IS CLAIMED, I FURTHER CERTIFY THAT THE ACTUAL COST OF OPERATING THE VEHICLE WAS EQUAL TO OR GREATER THAN THE RATE CLAIMED.

MILEAGE FEES: ______________

TOTAL AMOUNT REQUESTED: ______________

____
Signature of Interpreter/Agency Representative

____
Print Name of Interpreter/Interpreter Agency

____
SSA Number/Employer ID Numbe

____
Street /Mailing Address

City

State

Zip

IMPORTANT: If an interpreter agency is used, show its Employer ID number instead of the Interpreter's Social Security Number

APPROVED FOR PAYMENT BY ADMINISTRATIVE LAW JUDGE ______________________________
Signature of ALJ

AB 0001 (Rev. 3/93)

FOR ADMINISTRATIVE LAW JUDGES AND INTERPRETERS

It is the responsibility of the interpreter to truthfully and accurately translate word-for-word into the language of the witness the question of the Administrative Law Judge (ALJ) or party, listen attentively to the reply, and translate the reply into English. The interpreter **shall not paraphrase** but shall translate the question as it is given to him/her by the ALJ and the answer as it is given to him/her by the witness. The interpreter shall **not** give his/her own interpretation to either the question or answer. It is not the interpreter's duty to judge the credibility of witness or weigh the evidence; this is solely the responsibility of the ALJ.

Prior to the hearing, the ALJ will have the interpreter translate to any party who does not read English, the Department records. Should it appear that the party does not understand what the Department held, the interpreter should advise the ALJ.

By questioning the interpreter on the record at the beginning of the hearing to the extent he/she considers necessary, the ALJ shall qualify the interpreter and ask if he/she is certified by the State.

REQUEST FOR PAYMENT

The interpreter shall execute the interpreter fee form and give it to the ALJ when the services are completed. However, if the contract is with an interpreter agency (employer) and not the individual interpreter, show the Employer ID Number instead of the Social Security Account number, for proper payment of fees.

The following are guidelines. Additional fees may be paid upon a proper showing therefor to the Presiding ALJ and/or Chief ALJ.

Single hearing:	$50.
Multiple hearing on same day	
First hearing:	$40.
Each additional hearing:	$35.
Single hearing taking half day:	$90.
Single hearing taking full day:	$130.

Hearings lasting over 90 minutes will be paid an additional $30

No-Show - Interpreter arrives at office for hearing and party for whom interpreter services were to be performed does not appear. Interpreter can either: 1) claim standard hearing fee indicating it was a no-show by placing check mark in the column on front of claim form; or 2) provide services for another hearing and receive payment for the hearing held; or 3) translate documents during the time the hearing was scheduled and be paid standard hearing rate.

Cancellation Fee - A fee of $20 may be paid to the interpreter if the hearing is cancelled 2 to 72 hours (excluding weekends) of the hearing time. Interpreter must submit a written statement to the Presiding ALJ that another work opportunity was lost, identifying that offered assignment. If hearing is cancelled more than 72 hours prior to the hearing, no cancellation fee will be paid. Interpreter must enter date notified of cancellation on the reverse side of this form when claiming the $20 fee. If hearing is cancelled within 2 hours of the hearing, it will be considered a no-show and the standard fee will be paid. A higher cancellation fee, and/or compensation may be paid when circumstances warrant, at the discretion of the Presiding ALJ.

Mileage - Recommended rate is 24 cents per mile. If claiming 30 cents per mile, certification is required. Mileage reimbursement exceeding 26 cents per mile is subject to withholding for federal income tax. Double mileage is not allowed if hearings are scheduled on the same day.

Translation - The fee for translating documents is $10 per half hour. Time spent should be noted on reverse side of form in 30-minute intervals. An interpreter may not claim a hearing fee due to a no-show and translating fee at the same time.

Single Hearing Rate - A single hearing rate may be claimed if it is the only hearing of the day. If a interpreter has two hearings in two locations, the multiple hearing rate must be used. Mileage will be paid.

The California Unemployment Insurance Appeals Board does not discriminate with respect to sex, race, religion, ancestry, disability, age, or sexual orientation.

EXAMINATION SITTINGS

New accreditation test passages are introduced each fall at the ATA Annual Conference. Sittings are offered throughout the year by ATA chapters and other local groups. Announcements of scheduled group sittings are published regularly in the *ATA Chronicle*.

Information on scheduled group sittings, as well as special arrangements for individual sittings, may be obtained from ATA headquarters.

The Accreditation Committee strongly recommends that all candidates that a practcie exam consisting of a passage chosen from exams given during the previous year. Practice exams are available to members of ATA from headquarters for $25 per passage. The translated passage will be graded and returned with comments from a grader in the accreditation program.

A voucher for a $10 credit toward the accreditation exam is sent to the candidate together with the practice exam results. The nontransferable voucher is valid for a period of one year for an accrediting exam taken in the same language combination.

Accreditation exam workshops are given regularly by many ATA chapters and local groups, using passages from previous exams. They provide both invaluable practice and tips on how to succeed in the exam. Information on scheduled workshops can be obtained from ATA headquarters.

HOW TO APPLY

Arrangements for taking accreditation exam are made through ATA headquarters. The fee of $75 includes all administrative and grading expenses. Candidates who fail the exam may retake it in a subsequent exam year. The fee for the first retest is $55. Any subsequent retest is $75.

Payment must be received at the ATA office *before* the test is administered.

Persons submitting applications for an exam will be provided further information on test administration and grading.

American Translators Association
1735 Jefferson Davis Highway, Suite 903
Arlington, VA 22202-3414

Telephone (703) 412-1500

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american translators association

A Guide to ATA Accreditation

BACKGROUND

The American Translators Association (ATA), founded in 1959, is the largest professional society of translators and interpreters in the U.S. with a current membership of about 4,000. Its aims include advocating and promoting the recognition of translation as a profession; formulating and maintaining standards of professional ethics, practices, and competence; and improving the standards and quality of translation.

To help carry out its aims, the Association established an Accreditation Committee in 1963 to create and implement a program to accredit translators in specific language pairs (from or into English). The program was developed over a period of several years and put into practice in 1971. Over 1,300 ATA members are currently accredited, many in more than one language pair.

Accreditation offers objective evidence to both translator and client that the translator possesses basic professional competence in a specific language combination.

Passage of the accreditation exam automatically converts *associate* members to *active* members, provided they are U.S. citizens or permanent residents, or to *corresponding* members if they are not. (Associate student members must pay the additional $35 for full membership). Active and corresponding members are entitled to be listed in the next *ATA Translation Services Directory*. Active members may vote and hold office in ATA.

Accredited translators may refer to their accreditation in resumes, their business stationery and cards, and other related materials, provided they include the language pair(s) and direction(s).

ATA ACCREDITATION

testifies to a translator's basic competence to translate from one specific language into another

is awarded after a candidate passes an open-book examination administered under controlled conditions

is available only to Association members and remains valid only so long as membership in the Association is continued

automatically converts associate membership to active or corresponding membership

ATA ACCREDITATION IS CURRENTLY AVAILABLE

Into English from
Arabic, Dutch, French, German, Italian, Japanese, Polish, Portuguese, Russian, and Spanish

From English into
Dutch, French, German, Italian, Japanese, Polish, Portuguese, Russian, and Spanish

Individuals who have been ATA members for at least four weeks may take an accreditation examination. This lead time is necessary to allow proper processing of the membership application. Once awarded, accreditation is valid and may be claimed only so long as the accredited person remains a member of ATA in good standing.

NATURE OF THE EXAMINATION

The accreditation examination is a three-hour, open-book, proctored exam in a specific language pair in one direction (i.e., one specific language source language and one specific target language). The exam consists of five passages of no more than 275 words, one in each of the following categories: general, literary, legal, or commercial, scientific, medical, and semi-technical. The candidate selects no more than three passages and must satisfactorily translate at least two.

Before taking the exam, candidates must sign a statement acknowledging that they know they will be informed only of the final result of the exam, without comments from graders, and that the test will remain the property of ATA.

Except for persons with manual disabilities, who may use non-memory typewriters, the exams must be written by hand.

Copies of the examination, identified only by code number, are sent to two graders, neither of whom knows the identity of the other. Each passage is marked "pass" or "fail." Candidates who receive a pass on at least two passages from both graders receive accreditation. In cases where the graders disagree as to whether the candidate has passed the exam, a third grader is asked to grade the passages on which the graders disagreed. A translated passage is marked "fail" if it includes one major and more than six minor errors or two or more major errors.

COMMITTEES

The list of committees attests to the breadth of activities in which members may become involved. In addition to those that administer programs and services mentioned elsewhere in this brochure, ATA committees include:

- Active Membership Review
- Chapters
- Continuing Education
- Dictionary Review
- Interpretation
- Machine Translation
- Terminology
- Translator Workstation
- University Accreditation

In order to acknowledge outstanding achievements in the profession and to encourage students of translation, ATA has established several awards. Further information on the following may be obtained from ATA Headquarters:

Alexander Gode Medal. Awarded periodically for distinguished service to the translation profession.

American Translators Association Ungar Award for Literary Translation from German. Awarded biennially for an outstanding published work.

Lewis Galantière Prize. Awarded biennially for an outstanding published literary translation from a language other than German.

Student Translation Award. Awarded annually for a worthy student translation project.

PUBLICATIONS

ATA Chronicle. Monthly magazine-style newsletter; includes feature articles, announcements, reviews, and Association news; free to members and available to non-members by subscription.

ATA Translation Services Directory. Published biennially; contains professional profiles of active and corresponding members who accept translating or interpreting assignments; indexes by language, subject, and geographic location.

ATA Series. Hardcover scholarly monograph series on themes related to translation; published annually by the Center for Research in Translation (CRIT), State University of New York at Binghamton. Individual titles appear on the enclosed form.

Proceedings of the Annual Conference. Published in the fall of each year, softbound; papers dealing with linguistics, translation and computers, scientific/technical translation, literary translation, interpretation, terminology, and business aspects of the profession. Available from the publisher, Learned Information, Inc.

A Consumer's Guide to Good Translation. A booklet that describes the qualities to seek when hiring translators and guidelines for their selection.

See enclosed form for prices and ordering information.

American Translators Association
1735 Jefferson Davis Highway, Suite 903
Arlington, VA 22202-3413

Telephone (703) 412-1500
Fax (703) 412-1501
Office hours 9:00 A.M. to 5:00 P.M. (Eastern Time)

american translators association

A Guide to the American Translators Association

WHAT IS ATA?

The American Translators Association (ATA) is a national not-for-profit association that seeks to:

- promote recognition of the translation profession;
- disseminate information for the benefit of professional translators and those who use their services;
- define and maintain professional standards in the areas of ethics, business practices, and linguistic competence;
- foster and support the training of translators and interpreters;
- provide a medium for cooperation among translators and persons in allied professions.

ATA was established in 1959 and now has over 4000 members throughout the United States and in many foreign countries.

BENEFITS OF MEMBERSHIP

In addition to the many intangibles that come from being part of the professional mainstream, ATA members receive

- a subscription to ATA's monthly newsletter, the *ATA Chronicle*,
- a reduction in the registration fee for the Annual Conference;
- the option to participate in the ATA accreditation program;
- a copy of the ATA Membership Directory, published yearly, which lists members alphabetically and geographically;
- discounts on certain ATA publications and on ads placed in the *Chronicle*;
- the mediation services of the Ethics Committee upon request, in the event of a professional dispute.

ANNUAL CONFERENCE

ATA holds an Annual Conference in a major U.S. city or popular resort area in the fall. This event consists of panel discussions, workshops, and scholarly papers, and features lively presentations, exhibits, a job exchange, accreditation testing, and ample opportunity to make professional contacts. Information about the next Conference can be obtained from ATA Headquarters.

ACCREDITATION

ATA has established an accreditation program to verify that individual translators meet minimum professional standards. Written examinations lead to accreditation in a specific language pair and direction (from or into English). For further information, please refer to the leaflet "A Guide to ATA Accreditation," available from ATA Headquarters.

LOCAL AFFILIATIONS

ATA chapters and cooperating groups serve translators in specific geographic areas. They provide information, networking opportunities, and support services to members on the local level and act as liaisons with the national association. Information about ATA chapters and cooperating groups is available from ATA Headquarters.

Divisions serve members who share an interest in a specific aspect of the profession regardless of location. The divisions currently active are listed on the membership application form. The ATA staff will refer you to the division administrators, who can provide more detailed information.

AFFILIATIONS

ATA is the United States affiliate of the **Fédération Internationale des Traducteurs** (FIT) and participates in its programs and committee activities. The international FIT Congress, open to members of all FIT affiliates, is held every three years.

The FIT **Regional Center for North America** (RCNA) was created in 1985 by ATA, the Asociación de Traductores Profesionales (Mexico), and the Canadian Translators and Interpreters Council. The purposes of RCNA are to improve communication among member societies and to collaborate in areas of mutual interest. A regional congress is held every three years. Information on the next triennial congress may be obtained from ATA Headquarters.

ATA is represented on the **Joint National Committee for Languages** (JNCL), a coalition of organizations interested in promoting languages and international studies through support of appropriate legislation.

WHO MAY JOIN?

ATA welcomes to membership anyone with an interest in translation as a profession or as a scholarly pursuit. Classes of membership are as follows:

Active, open to citizens or permanent residents of the U.S. who are professionally engaged in translating or closely related work and who have passed an ATA accreditation examination or demonstrated professional attainment by other prescribed means. Active members have full rights and privileges as defined in the By-laws and are eligible to be listed in the Translation Services Directory. All individual applicants are first accepted as associate members until they qualify for active status.

Corresponding, open to any person who meets all qualifications for active membership *except* U.S. citizenship or permanent residence. Corresponding members have all the rights and privileges of active membership except the right to vote and hold Association office.

Associate, open to individuals interested in the objectives of ATA but not yet qualified for active or corresponding membership. Associate members have all the rights and privileges of active members except the right to vote and hold office. **Associate-Student**, open to individuals who submit evidence of full-time enrollment in any university program. This is not a separate membership class but a dues concession. It is limited to four years and is an option for those applying for ATA membership *for the first time*.

Institutional, open to nonprofit institutions with an interest in the translation profession. Membership is in the name of the institution, not of an individual.

Corporate, open to business firms with an interest in the translation profession. Membership is in the name of the firm, not of an individual.

Corporate and institutional members have all the rights and privileges of active members except the right to vote, hold office, take accreditation examinations, and be listed in the Translation Services Directory. The rights are exercised through an individual appointed by the institution or firm.

NAJIT

National Association of Judiciary
Interpreters & Translators
[illegible]
[illegible]

NAJIT

National Association of Judiciary Interpreters and Translators

HISTORY

The National Association of Judiciary Interpreters and Translators (NAJIT) was created in 1978 by a group of freelance and staff interpreters in the federal and state courts, many of whom helped to design the federal certification exam mandated by the Court Interpreters Act of 1978. This law gave rise to a great demand for qualified language mediators. Interpreters across the country identified with the aims of the organization, then known as The Court Interpreters and Translators Association (CITA), and became members. In 1988, the association adopted its present name. The NAJIT, a non-profit corporation, brings together over 300 interpreters and translators, attorneys, educators, students, researchers and administrators. Yearly conventions have taken place in Tucson, Washington, D.C., San Juan, P.R., New Orleans and Santa Fe.

AIMS

The NAJIT aims to bring together all persons who are committed to the advancement of the profession of court interpreting and who firmly believe that the quality of oral, sign language or written translations is vitally important to ensure due process and proper legal representation to non-English speakers or the hearing impaired who come in contact with the legal system.

The purpose of the association is to:

- advocate and promote the recognition of court interpreters and legal translators as professionals
- work to protect and safeguard their rights
- represent their professional interests before legislative bodies, court administrators and business enterprises
- foster high standards of professional ethics, practices and competence
- support study programs and continuing education efforts
- encourage certification through valid and reliable methods
- promote cooperation and exchange of information among its members and with organizations and institutions who share its concerns, regardless of ideologies

STRUCTURE

The internal affairs of the NAJIT are governed by the Bylaws amended and approved at the 1991 Annual Convention. The Board of Directors consists of five members who elect from among them a Chairperson, a Treasurer and a Secretary. The administrative and clerical work is handled by a professional management service. The Board oversees the activities of ad hoc and standing committees:

- Training and Education
- Accreditation
- Federal, State and Municipal Court Liaisons
- National Organization
- Publications
- Admissions

The Bylaws provide for the formation of local chapters. The New Jersey Chapter currently has over **20 members** and publishes a quarterly newsletter, *NAJIT-NJ News*.

ACTIVITIES

Annual conferences give members the opportunity to meet and hear forensic, language and translation experts and to become acquainted with the most recent research, the newest reference tools and the latest developments in the field.

In addition to the annual conferences, the NAJIT sponsors regional and local workshops, seminars, forums and symposia, ranging from the practical to the theoretical. Individual members of the NAJIT regularly teach classes for aspiring interpreters and those preparing for the Federal and State certification exams, and advanced and continuing education courses on medical, legal and immigration terminology for practicing interpreters. The NAJIT has information-exchange agreements with learning centers and professional associations in the United States and abroad.

JOIN TODAY!

PUBLICATIONS

Currently the National Association of Judiciary Interpreters and Translators offers the following publications:

- *Proteus:* a quarterly newsletter that includes articles on legal translation and interpretation, book and dictionary reviews, research updates, reports on computer-aided translation and interviews
- *Language Services Guide and Interpreters and Translators Directory*, an annual listing of the NAJIT membership
- *Handbook for the Legal Profession*, by Janis Palma
- *Primer for Judiciary Interpreters*, by Janis Palma
- *Key Verbs for Court Interpreters*, by Nancy Festinger

MEMBERSHIP

The NAJIT is supported by membership dues. While there are no formal requirements for those who wish to join, many of the members are professionally recognized: among the active members, 42 percent are federally certified; 23 percent are state certified and 25 percent are accredited by the American Translators Association. Smaller percentages hold Department of State or foreign certificates.

The benefits of membership are:

- a free subscription to *Proteus*, the official publication of the NAJIT
- a listing in the *Language Services Guide and Interpreters and Translators Directory*
- reduced registration fees at conferences, regional and local workshops, seminars, forums and symposia
- the right to vote and participate in the activities of the Association

For further information, contact

NAJIT
531 Main Street • Suite 1603
New York, NY 10044
Phone: 212-759-4457 Fax: 212-759-7458

APPLICATION FOR MEMBERSHIP

Last Name ______________________
First ______________________ Mid. Init. _
Business Name (if applicable)
____
Address ______________________
City ______________________ State __
Zip __________
Home Phone: (____) __________
Business: (____) __________
Fax: (____) __________
Beeper: (____) __________
Languages ______________________
____
Passive Languages ______________________
____

Accreditation or Certification:
____ Federal ____ State From which state(s)? ____
____ ATA What language combinations? ________
____
____ Dept. of State: Escort ____ Seminar ____
Conference ____

Are you willing to travel? Yes ____ No ____

If you are a language instructor at a college, please indicate
one: ______________________

I certify that the above information is correct and accurate to the best of my knowledge

Signature ______________________
Date __________

1994 PAYMENT SCHEDULE

____ Individual: ~~$75~~ $50
____ Student: $25*
____ Institution: $150

** Student membership is available only to students of interpreting and transla who derive no income from employment as interpreters or translators.*

Please make your check payable to NAJIT.
Return completed application and your check to

NAJIT
531 Main Street • Suite 1603
New York, NY 10044

Translation for ATA as sample test, 4/22/90, **Virginia Dunn**
This was done as a one-hour test and has not been refined.

AIRE LIMPIO OBLIGA A POSTERGAR ESTUDIO SOBRE CONTAMINACION

Los integrantes de un equipo internacional de investigadores que llegó a Los Angeles para estudiar el aire notablemente impuro de la ciudad, regresarán a sus hogares posponiendo la investigación tras hallar el aire demasiado limpio.

Más de 200 expertos en ozono de Australia, Canadá y todo Estados Unidos, regresarán a la segunda ciudad del país en tamaño el 20 de agosto para terminar su investigación--si pueden experimentar por lo menos 6 días de smog--antes de que termine la estación propicia.

"Decidimos que en vez de esperar días de alto potencial de ozono, tiene más sentido reprogramar para otra fecha," dijo Art Davison, director de calidad del aire y meteorología del Distrito de Administración de la Calidad del Aire de la Costa Sur.

"No podemos cambiar el tiempo," dijo Davison, lamentando la demora en la investigación.

El clima frío, inusual para esta época, ha contribuido a que tengamos un aire más limpio que de costumbre, dijo, haciendo notar que este año el sur de California ha tenido solamente 22 episodios de alerta 1, que se emite cuando la calidad del aire es "muy insalubre."

En comparación, el año pasado para esta época ya se habían emitido 38 alertas y en 1985, 53, dijo.

Los expertos del smog desean estudiar los niveles de ozono y la concentración de partículas en el aire con la esperanza de descubrir la composición del smog con el fin de que las autoridades puedan tomar medidas para eliminar o reducir sus fuentes.

Los investigadores comenzaron el estudio de 10 millones de dólares el 15 de junio, pero solamente se encontraron con 5 días de smog porque inusuales modelos climáticos atrajeron aire frío desde el golfo de Alaska, manteniendo bajos niveles de smog, dijo Bill Sessa, vocero de la Junta de Recursos para el Aire, uno de los 10 mayores patrocinaderos del proyecto.

Translation for ATA as sample test, 4/22/90, **Virginia Dunn**
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S-474

CLEAN AIR DELAYS STUDY OF CONTAMINATION

The members of an international team of investigators who arrived in Los Angeles (in order) to study the notably impure air of the city will return to their homes, postponing the investigation after having found the air too pure.

More than 200 ozone experts fromm Australia, Canada and alle of the United States will return to the nation's second largest city (in e size) on August 20 (in e order) to terminate their investigation--if they can experience at least 6 days of smog--before the favorable season is over.

"We decided that instead of waiting for days of high ozone potential, it makes better sense to reprogram for another date," said Art Davison, director of air quality and meterology of the South Coast Air Quality Administrative District.

"We can't change the weather," said Davison, regretting the delay of the study.

The cold climate, unusual for this time of year, has contributed to our having cleaner air than usual," he said, noting that this year Southern California has had only 22 periods of stage-one alerts which are broadcast when the air quality is "very unhealthful".

In comparison, last year at this time 38 alerts had been broadcast and in 1985, 53, he said.

Smog experts want to study levels of ozone and concentration of particles in the air hoping to discover the composition of smog so that ~~the~~ authorities can take measures to eliminate or reduce its sources.

The investigators began the 10-million-dollar study on June 15, but they only had 5 smoggy days because unusual climatic conditions drew down cold air from the Gulf of Alaska, causing low smog levels to be maintained, said Bill Sessa, spokesman for the Air Resource Council, one of the ten main sponsors of the project.

S-474

MINOR ERRORS

"Contaminación" is better translated "pollution" in this context.

Similarly, "Pollution Study" would be more typical headline style than "Study of Pollution."

The parenthetical expressions (in size, in order) are unnecessary.

"...if they can manage at least 6 days..." is smoother than "experience."

"Reschedule" is a more common word than "reprogram."

With "had already been issued," it sounds smoother to write "by this time last year" than "at this this time last year." This is an extremely minor point.

The correct spelling is "sponsor."

In general, the definite article (el, la) is used far more frequently in Spanish than in English. It follows that it must often be suppressed in an English translation.

MAJOR ERRORS

None. I think your work is excellent. Your comprehension of the Spanish is top-notch, and your English style is excellent. I urge you to take the accreditation exam at the first opportunity.

IS THAT A WORD-FOR-WORD TRANSLATION?

By BEATRIZ GOLDSTEIN

Whenever someone asks me, "Is that a word-for-word translation?" or tells me I will someday be replaced by computers, all the dilemmas we face as interpreters come to mind. Many of the unresolved or unspoken issues that could be so critical to the outcome of a case and that so often are not on the record may be classified into the following categories:

INTENSITY: Linguistic and cultural differences are often an unspoken factor; that is, words such as the British "bloody," used as an adjective, have practically no impact or function in American use. By the same token, the Spanish for "liar" (mentiroso) has nowhere near the impact in Spanish that it has in English.

EMOTIONAL CHARGE: As interpreters we may consider all relayed conversation, particularly threats and insults, within this category. We are not privy to the tone of voice of the speakers, the circumstances, personalities, contest, or intended effect and therefore face the task of selecting from words that can run a pretty wide range of significance, from the innocuous to the offensive: e.g., "fool," "jerk," "s.o.b.," "bastard," or "asshole."

CULTURAL SIGNIFICANCE: This category is somewhat related to the first two. It refers to "cultural taboos"; e.g., the gravity of an insult directed toward someone's mother or of intimating a man is a cuckold in traditional Latin cultures, a gravity not pervasive in the Anglo-Saxon culture of today.

CULTURE-SPECIFICWORDS: This category contains words that have no equivalent in another culture; e.g., "privacy," "restaurant booth," "utility room," or "third strike you're out," etc. Of course many of these words may be translated in the form of an explanatory phrase, but beware! What happens when the English question is, "Do you know what a Jherry curl is?"

MALAPROPISMS: These are the "Archie Bunker blunders" such as "Sodom and Gomorrah" instead of "gonorrhea," pointing to the foot and saying "leg," etc.

POOR GRAMMAR: Does the interpreter reflect poor grammar in rendering the English version and risk being misunderstood or thought to have a poor command of the English language?

EUPHEMISMS: These expressions state, and are thus, by nature and not precise but rather elusive; e.g., "She's been around...," "He's had quite a few..."

CONNOTATION: These are words that are not quite false cognates, yet the connotation differs in the other language: e.g., "propaganda" in English commonly has a negative connotation generally missing in Spanish.

In addition to these obstacles, honorable mention should be given to speech impediments, poor enunciation, regional speech variants, "made-up words," words improperly used or misunderstood by speakers because they are borrowed from another language or regional pattern, and declarants who did not testify in their native language; e.g., Italians who allegedly speak Spanish, Mexicans whose native language is Zapotec, Armenians who choose to testify in Russian.

There is simply no solution to these professional hazards. In certain arenas, such as in court, a receptive judge with a certain sensitivity to language is the interpreter's "great hope"; they unfortunately seem to be a rare breed. A thorough attorney-client interview might also disclose some problem areas and allow for a clearer record, but ordinarily the pressures of time or attorney indifference prevent it. We must grapple with these problems ourselves and strive to find a professionally satisfying solution to them.

WORDS

Are you at a loss for words? There are about 490,000 words in the English language plus another 300,000 technical terms – more than any other language on earth.

Purdue University researchers estimate that about 730,000 are seldom, if ever, used.

San Diego Legal Seminar

San Diego Chapter's December seminar, "Bridging the Legal Gap," an overview of the Mexican and the United States judicial systems, was a great success. The two-day seminar was attended by colleagues from as far away as Texas, Arizona, and Washington state. The speakers addressed their topics in a clear, concise manner, but not without a touch of humor.

Professor Jorge A. Vargas began with a historical perspective of the Mexican Constitution. He highlighted important differences between the two systems. In Mexico, for example, 95% to 98% of the legislative bills come from the president. Mr. Aureliano Garcia Aguilar proceeded with a synopsis of trusteeships and land ownership in Mexico. His presentation with interesting and easy to follow, considering the subject matter at hand.

The Mexican counterpart of the United States Criminal Justice System was put into perspective by Mr. Sergio Penuelas Romo. This lecture addressed the concepts, issues, procedures, and terminology we encounter daily. He clarified the meaning of words such as "denuncia" vs. "querella," "asalto/atraco" vs. "robo" and "fiscal."

The fourth speaker, Mr. Rodolfo Jose Meza Navarro focused on the Maquiladora Industry. This is of interest given the soon to be approved Trade Agreement between the United States and Mexico. I think that there will be opportunities for those of us seeking a professional challenge at the international level. The round table discussion was a gem since it served to review and clarify issues. The latter three speakers comprised the round table panel.

I would like to thank the San Diego Chapter of CCIA for organizing the seminar. It proved to be very informative and productive.

and accessibility of all four speakers facilitated the learning process. It is seminars such as this that make a difference in our achieving our common goal -- to bridge the "language gap."

Mirtha T. Sanchez
February 6, 1991

THE FOUNDING MEMBERS OF CCIA

Attorney Pearl King
Ginny Gomez
Karla Barber
Donna Wilson-Rodriguez
Helen Alvarez
Barbara Goodwin
Raquel Wilson
Paz Gonzalez

(Interview on May 30, 1994 of Karla Barber, Co-founding member of CCIA, San Diego Chapter, by Alva Sands)

Background of interpreter career: Back in 1974, Karla was a helper at Traffic Court in Clairemont. An interpreter/clerk at the court gave her the opportunity to observe the court for two days, and on the third day, she sent Karla into the courtroom to start interpreting for a defendant. "Do it yourself, now," the court interpreter said, so with her knees shaking, she went into the courtroom, stood next to the defendant, and started interpreting. "One thing I learned from my first interpreting experience was that an interpreter never takes on a personal conversation with the defendant." Not knowing the courtroom rules, Karla communicated back and forth with the defendant. The judge interjected, "I need to know what you and the defendant are saying." The judged continued, "Just remember, you are like a telephone wire, just ask and repeat the message." These basic instructions stayed with Karla to this very day as San Diego Municipal Court Interpreter.

Karla spent several weeks between "A" and "B" Court at the Traffic Court of Clairemont. She was fortunate to be working for Judge Gill, a very thoughtful person. He took his time, was respectful, and Karla felt she was a very fortunate person to work in his courtroom. The following judge she worked for was the opposite, he was always scolding people, soon Karla found she was expected to scold people too, as part of her interpreter duties.

At the Municipal Courts, the clerks were the interpreters and were called from their clerical duties when the need arose. Karla found that while she was called into the courtroom to interpret, the work was piling up on her desk. She was supposed

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to be in two places at the same time. At the El Cajon Court it was even worse, because people from the audience were called upon to interpret in the courtroom.

An attorney, Pearl King, was the catalyst of the birth of the CCIA Chapter. She knew that intepreters had a rough time doing their assigned double duties and that the existing situation was unfair toward attorney and defendants, so she decided to do something about it. "Let's get together with other interpreters, go out into the mountains, have breakfast and talk about it." So, that's how it all started, at the Pine Hills Lodge near Julian with the above-named persons attending.

The first meetings were held at the Kings Inn in Mission Valley. There were regular meetings. Regular professional speakers, principally in the legal field, would give presentations. Later, as the association grew, meetings were held at Pearl King's office in the high-rise building on Second Avenue and A street in San Diego. There was a lot of enthusiasm and camaraderie among interpreters at that time. The interpreters had their own logo created by Karla Barber who happened to be the winner of the Chapter-sponsored "Logo Contest." The logo had just gotten printed with SDITA, San Diego Interpreters and Translators Association when the following happened: The CCIA from Los Angeles wanted the San Diego interpreters to link up with their association and would, from time to time, send their representative, Ely Weinstein, to speak to us at meetings. So the SDITA did join up with CCIA, and soon the association became strong in numbers with the new affiliation. For a while, all was going well.

As time went by, too many people were pulling in different directions. CCIA, San Diego Chapter, needed new blood, new people. We had member-interpreters of other languages, exotic language interpreters, they were called then. Now, it's OTS - Other Than Spanish Interpreters. These members soon lost interest, because Spanish interpreters were the predominant members and there was nothing addressed toward their needs.

Along came Ginny Gomez who was quite a lady. Ginny was the first president of SDITA, later CCIA. She wanted things to be in balance. She wanted it to be fair for everybody, not only for interpreters, but for defendants and in cooperation with the courts and court clerks. She wanted to build bridges. When she left, things weren't the same.

Helen Alvarez is a people person. She cares about everybody. She is a spirit-lifter, very thoughtful, always cheering people up whether in court offices, courtrooms, anywhere---a peacemaker. She never came to meetings without holding something to share in her hands, whether it be her meat stew, tortillas, plants, pens to raffle. She was then, and is still, the most respected founder member of the association.

The above-mentioned persons were the founders of the CCIA, San Diego Chapter from its beginning when it was SDITA, San Diego Interpreters and Translators Association. The following year, **ALEE ALGER** was president, and **ALVA SANDS** Vice-President of CCIA, California Court Interpreters Association, San Diego Chapter.

Virginia Dunn

FALSE COGNATES

1. **Disgusting:** repugnante. Some fathers think it's disgusting to have to change their baby's diapers.

Disgusto: displeasure, difficulty. Es un disgusto llegar a la oficina de un doctor con cita a cierta hora y tener que esperar mucho tiempo.

2. **Embarrassed:** apenado(a). My friend was embarrassed when the elastic in her half-slip-broke and it fell down around her ankles.

Embarazada: to be pregnant. Nadie sabía que Lola estaba embarazada porque estaba muy delgada.

3. **To become emotional:** dejarse llevar por las emociones, como enojarse rápidamente. My husband becomes emotional when the disposal gets stopped up.

Emocionarse: to be touched, moved. Los cuentos de abusos de niños me emocionan demasiado.

4. **Exit:** salida. Since the exit at the bull ring was blocked, many people were trampled when they tried to get out.

Éxito: success. María Félix tenía mucho éxito con sus películas.

5. **Fabric:** tela. The fabric for the bride's dress was a fine silk.

Fábrica: factory. Trabajar en una fábrica llenando latas con atún ha de ser aburrido.

6. **Firm:** empresa o compañía. Many firms have gone out of business because labor costs are so high.

Firma: signature. No puedo leer su firma. Favor de usar letra de imprenta.

7. **To impose:** molestar. Anna is always willing to help us and never makes us feel we are imposing on her time.

Imponerse: to be authoritative, to assert oneself. Los hombres muy machos quieren imponer su masculinidad.

8. **To be impressed:** quedar favorable o positivamente impresionado. I was impressed by the poise of the speaker.

Quedar impresionado: to be affected, left with a good or bad impression. Ambos padres quedaron impresionados cuando el bebé nació con un peso de once libras.

9. **To introduce:** presentar a una persona. I would like to introduce my 94 year-old mother to you. She likes to meet my teachers.

Introducir: to introduce an object or an idea. Siempre es una especulación introducir un nuevo producto al mercado.

10. **Largo:** long. Estudiar medicina es entrar en una carrera larga.

Large: grande. My feet are long; they are not large. It is hard to find shoes for a long, narrow foot.

11. **Lecture:** conferencia, reprimenda. Ronald Reagan received a million dollars for one lecture in Japan.

Lectura: reading. Los ciegos no pueden estudiar lectura como los que tienen vista.

12. **Nomination:** proponer a alguien como candidato. Many black people are now being nominated for mayors of large cities.

Nombramiento: appointment. Necesitamos nombrar más miembros a la mesa directiva.

13. **Ocurrence:** acontecimiento, suceso. It is an unusual occurrence to have two comets appear in one year.

Ocurrencia: witticism. Que ocurrencia eso de sugerir que los adultos salgan a pedir dulces en la noche de Hallowen.

14. **Paper:** un trabajo escrito. The speaker read a paper on the death of Communism.

Papel: paper. Mi computadora requiere mucho papel.

15. **Parents:** padres (mamá y papá). Parents are responsible for the important, early training of their children.

Parientes: relatives. Las familias mexicanas generalmente tienen un gran número de parientes.

16. **Precious:** valioso(a). Children are the most precious of all relatives.

Precioso(a): beautiful. La luna en forma de cimitarra me parece preciosa.

17. **To pretend:** simular, fingir. Children like to play games in which they pretend to be cops and robbers.

Pretender: to try. Muchas mujeres pretenden ser preciosas.

18. **To quit:** abandonar. James quits working at 5 p.m. every weekday. He wants to quit smoking.

Quitar: to remove. Tenemos que quitar las manchas de las blusas de mi mamá.

19. **To quote:** citar. Poner entre comillas. It is unusual to hear quotes from the Bible.

Cotizar: To quote a price. El corredor nos cotizó el precio de las acciones en venta hoy en la bolsa de Nueva York.

20. **Relevant:** pertinente. Only relevant matters should be brought up to trials.

Relevante: outstanding. Edgar Allen Poe fue un escritor relevante en el ramo de poesia.

21. **Sano:** healthy. Es sano caminar, nadar, y comer con moderación.

Sane: cuerdo(que no estaba loco). Many people who are not really sane are being released from sanitariums.

22. **Seat:** asiento, silla. We got good seats at the show.

Asiento: entry. La secretaria tenía que meter asientos nuevos en el acta.

23. **Securities:** valores. Don't keep all your securities in one place.

Seguridad: safety. La seguridad es cada día mas frágil.

24. **Sensible:** sensato. Try to be sensible when buying your clothes.

Sensible: sensitive, susceptible. Marta es muy sensible tocante a su sobrepeso.

25. **Terms:** condiciones. They set a pre-marital agreement with ten terms on it.

Terminos: words. Muchos términos que se usaron en tiempos de Cervantes no se usan hoy en día.

BRIEF SUMMARY OF SIGHT TRANSLATION TECHNIQUES

by Denise E. Look, Certified Interpreter

I Training and Preparation

A. **Strong Vocabulary**--Study legal terminology and any terminology you think likely to come up. Be a "terminology hound"; make up glossaries of terms you find from legal documents, newspapers and TV.

B. **Familiarity with Syntax**--know the sentence structures of your working languages, paying special attention to the following:

1. Does the verb come at the beginning or the end of a sentence and does this order have to be altered in the target language?

2. Which modifiers go with what verbs and nouns? Does their placement in the target language need to be changed?

I Technique

SIGHT TRANSLATION IS SIMULTANEOUS INTERPRETATION IN REVERSE

A. **Read through the Document**--If it is long and translation is expected on the spot, read the first paragraph or two.

1. Take note of difficult terms and phrases and be thinking about them.

2. Take note of the sentence structure of the original and start planning how the sentence order may have to be altered in the translation.

   a. Can long sentences be split?

   b. Which verbs or modifiers have to be moved?

B. **During the Translation**

1. Rules of good public speaking apply. Speak clearly and at a moderate pace, take appropriate pauses, and have eye contact with hearers.

2. Keep reading ahead--you must for a fluent translation.

3. Whenever you know how you are going to render a phrase or sentence, look away from the text, and it should gel in your head and come together in your delivery.

Sight Translation

Honorable Juez
Distrito de Arizna
Corte de Justicia
Presente:

Luis Perez Montes, Pascual Perez Montes, Miguel Garcia Lobos y Manuel Montes Garcia; los suscribientes nos atrevemos a escribirle a Ud. y a sù honorable jurado que precide para informarle lo siguiente:

Nosotros fuimos arrestados por el departamento de Migracion el día 25 de febrero del año en curso, posteriormente a la detención de que fuimos objeto fuimos llevados ante la precencia del Juez, donde se nos comunicó que la Corte nos iba a proporcionar un abogado,mismo que hasta la fecha no conocemos ni su nombre ni su domicilio para tener contacto e información al respecto, por lo tanto pedimos a Usted nos ayude, ya que carecemos de elementos para poder ayudarlos a ustedes, nosotros conocemos que somos testigos pero no da derecho a que se nos detenga por tiempo indefinido ya que es por demas tanernos aqui puesto que la evidencia de la prueba testimonial que ustedes necesitan para culpar o absolver al coyote la dimos desde el momento an que fuimos arrestados, es por eso que recurrimos a usted a darnos una respuesta faborable en la mayor brevedad posible.

Agradeciendo de antemano las atenciones e interes que le preste a la misma,

Atentamente,

Manuel Montes Garcia

VALOR DIEZ PESOS

En nombre de la República de México y como Oficial del Registro Civil de este lugar, hago saber a los que el presente vieren y certifico ser cierto: Que en el libro numero 6 SEIS DE FALLECIMIENTOS *del Registro Civil que es a mi cargo a la foja* número 192 ciento noventa y dos frente .... *se encuentra asentada una partida del tenor siguiente:* ....

Al margen:Registro núm.368 trescientos sesenta y ocho: Al centro:-[redacted]:-En la Ciudad de Oaxaca de Juárez, Distrito del Centro, a las 10 diez horas del día 29 veintinueve del mes de Marzo de 1976 mil novecientos setenta y seis ,ante el suscrito Oficial del Registro Civil, comparece el Ciudadano José Estrada,exhibiendo un certificado extendido por el Doctor José Luis Calleja Zorrilla, con domicilio en Belizario Domínguez 115 ciento quince,en que se hace constar el fallecimiento -del señor [redacted] a las 2.30 horas del día de ayer, a consecuencia de Paro Cardiaco, Endocarditis-Reumática, de nacionalidad norteamericano, originario de Kelso Missouri Estados Unidos,de 75 setenta y cinco años de edad,estado civil,casado, de ocupación retirado, con-domicilio en Ermita San Bernardo 108 ciento ocho, La Resolana Oaxaca,siendo sus padres [redacted] finados, expresando el declarante ,ser de 41 -cuarenta y un años de edad, de ocupación Empleado Particular, con domicilio en Independencia 501 quinientos uno agregando que queda viuda la señora [redacted] Y cerciorada esta oficina de la existencia del cadáver, -se levanta la presente ante los testigos Ciudadanos:Margarita Vásquez de Robles, de 50 cincuenta años de edad,casada, con domicilio en 2/a Privada de la Noria 421 cuatrocientos veintiuno y Gonzálo Montiel Guzmán, de 50 cincuenta años de edad,casada,-con domicilio en 2/a Privada de -la Noria 421 cuatrocientos veintiuno y Gonzálo Montiel -Guzmán, de 51 cincuenta y un años de edad,casado, con domicilio en Fraccionamiento San José La Noria, ambos Empleados, de nacionalidad mexicana y no parientes del finado.-En cuya virtud y practicadas las anotaciones que la Ley -Previene, se libró orden para la inhumación en el Panteón General de esta ciudad.Levantándose la presente que les -fué leída y conformes firmaron.Doy fé.N.C.-J .Estrada.-G Montiel.-Margarita Vásquez de Robles.-Rúbricas ....

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SUFFICIENCY OF CIRCUMSTANTIAL EVIDENCE—GENERALLY

However, a finding of guilt as to any crime may not be based on circumstantial evidence unless the proved circumstances are not only (1) consistent with the theory that the defendant is guilty of the crime, but (2) cannot be reconciled with any other rational conclusion.

Further, each fact which is essential to complete a set of circumstances necessary to establish the defendant's guilt must be proved beyond a reasonable doubt. In other words, before an inference essential to establish guilt may be found to have been proved beyond a reasonable doubt, each fact or circumstance upon which such inference necessarily rests must be proved beyond a reasonable doubt.

Also, if the circumstantial evidence [as to any particular count] is susceptible of two reasonable interpretations, one of which points to the defendant's guilt and the other to [his] [her] innocence, you must adopt that interpretation which points to the defendant's innocence, and reject that interpretation which points to [his] [her] guilt.

If, on the other hand, one interpretation of such evidence appears to you to be reasonable and the other interpretation to be unreasonable, you must accept the reasonable interpretation and reject the unreasonable.

SUPERIOR COURT OF CALIFORNIA
COUNTY OF SANTA CRUZ

THE PEOPLE OF THE STATE OF CALIFORNIA,
Plaintiff
vs.

Defendant

Case No. ________________

WAIVER OF DEFENDANT'S PERSONAL PRESENCE

The undersigned defendant, having been advised of right to be present at all stages of the proceedings, including but not limited to presentation of and arguments on questions of law, and to be confronted by and cross-examine all witnesses, hereby waives the right to be present at the hearing of any motion or other proceeding in this cause, including when the case is set for trial, when a continuance is ordered, when a motion to set aside the indictment or information pursuant to the provisions of the Penal Code, Section 995, and following is heard, when a motion for reduction of bail or for a personal recognizance release is heard, when a motion to reduce sentence is heard, and when questions of law are presented to or considered by the court.

The undersigned defendant hereby requests the court to proceed during every absence of his which the court may permit pursuant to this waiver, and hereby agrees that his interest will be deemed represented at all times by the presence of his attorney the same as if the defendant himself were personally present in court, and further agrees that notice to his attorney that his presence in court on a particular day at a particular time is required will be deemed notice to him of the requirement of his appearance at said time and place.

DATED: ________________

*DEFENDANT

ADDRESS

APPROVED:

Dated: ________________

Attorney for Defendant

*SHALL BE EXECUTED IN OPEN COURT

CLK 711-A (Rev. 12/79)

P.C. §977

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Compiled by Alva Sands

MIRANDA RIGHTS

Before we ask you any questions, you must understand your rights. You have the right to remain silent. Anything you say can be used against you in court, or in any immigration or administrative proceeding. You have the right to talk to a lawyer for advise before we ask you any questions, and to have him with you during questioning. If you cannot afford a lawyer, one will be appointed for you before any questioning, if you wish. If you decide to answer questions now without a lawyer present, you will still have the right to stop answering at any time. You also have the right to stop answering at any time until you talk to a lawyer.

DERECHOS MIRANDA

Antes de que le hagamos cualquier pregunta, usted debe de comprender sus derechos. Usted tiene el derecho de guardar silencio. Cualquier cosa que usted diga, puede ser usada en su contra en un juzgado de leyes o en cualquier procedimiento administrativo o de inmigración. Usted tiene el derecho de hablar con un abogado para que el lo aconseje antes que le hagamos alguna pregunta, y de tenerlo presente con usted durante las preguntas. Si usted no tiene el dinero para emplear a un abogado, se le puede proporcionar uno antes de que le hagamos alguna pregunta si usted lo desea. Si usted decide contestar nuestras preguntas ahora, sin tener a un abogado presente, siempre tendra usted el derecho de dejar de contestar cuando guste. Usted tambien tiene el derecho de dejar de contestar cuando guste hasta que pueda hablar con un abogado.

INFORMATION AND APPLICATION PACKET

CALIFORNIA STATE PERSONNEL BOARD CERTIFICATION EXAMINATION

FOR

MEDICAL INTERPRETER

ENGLISH and SPANISH Languages

The information contained in this packet is designed to answer all questions prospective applicants may have pertaining to the state examination process for Medical Interpreter. Applicants are strongly advised to read the information contained herein very carefully and to keep this packet for future reference.

There are no minimum requirements which must be met in order to apply to take the state medical interpreter test. However, applicants are cautioned that state certified interpreters must possess a level of expertise in both languages that exceeds that required for everyday, informal bilingual conversation. Applicants are encouraged to complete formal training in both languages and modes of interpreting before applying for the examination.

WHO ADMINISTERS THE STATE TESTING PROGRAM?

Cooperative Personnel Services (CPS), a joint powers public agency, is under contract with the California State Personnel Board (SPB) to administer the state certification program for Medical Interpreters. CPS, founded in 1935 as a unit of the SPB, became a separate public agency in 1985. Established to serve public agencies and non-profit organizations, CPS currently assists clients throughout the United States and abroad by providing personnel services related to examining, test development, and other areas of human resources. CPS has managed the interpreter testing program in California since 1978 and publishes the annual Master Listing of State Certified Interpreters.

The interpreter program staff may be contacted at:

Cooperative Personnel Services
Interpreter Program Division
191 Lathrop Way, Suite A
Sacramento, CA 95815
(916) 263-3600

Persons who want to receive a copy of this packet may call the following 24-hour telephone number to leave a recorded message:

(916) 263-3616

WHAT REQUIREMENTS MUST BE MET TO TAKE THE STATE TEST?

There are no minimum requirements which must be met in order to apply to take the state Medical Interpreter test. However, applicants are cautioned that state certified interpreters must possess a level of expertise in both languages that far exceeds that required for everyday, informal bilingual conversation. Applicants are encouraged to complete formal training in both languages and modes of interpreting before applying for the examination.

WHAT DO STATE CERTIFIED MEDICAL INTERPRETERS DO ON THE JOB?

State certified medical interpreters provide interpreting services for persons who do not speak English (or who have a limited ability to understand English) at medical examinations conducted for the purpose of determining damages in a civil action. The interpreter is responsible for interpreting all oral communication pertaining to the medical examination including information shared by doctors and other medical professionals who frequently use specialized medical and technical terminology. Interpreters must accurately interpret for individuals with a high level of education and an expansive vocabulary as well as persons with very limited language skills **without changing the language register or meaning of the speaker**. Interpreters are also responsible for translating written documents of a medical nature from English into the target language and from the target language into English. Translations may be done orally or in a written format at the discretion of the parties involved.

DETAILS PERTAINING TO THE TESTING PROCESS

The state test to become a certified medical interpreter includes two major components: 1) written tests in English and Spanish designed to measure basic language skills and knowledge of medical related vocabulary, and 2) the oral performance exam designed to measure oral linguistic skills and interpreting skills. An applicant must be successful in each component to become state certified. Following is an outline of the steps in the testing process:

(Continued on the next page)

1. Applicant sends a completed application to CPS (with a money order or cashier's check for $295) postmarke by the final filing date. Applicants who wish to receive confirmation that CPS has received their applicatio and filing fee should mail their application by **registered mail, return receipt requested.**

2. CPS sends each applicant a scheduling notice for the written test which includes the date, time and locatio of the test site. This notice is sent approximately 10 days prior to the written test date and is the first communication the applicant will receive from CPS.

3. Applicant appears for and takes both written tests.

4. Approximately 3-4 weeks after taking the written tests, the applicant receives a notice from CPS with th applicant's test results. Applicants who pass the written tests are automatically scheduled for the nex previously announced oral performance exam (dates appear on pages 3-4 of this packet). Information related to the applicant's oral performance appointment, including the date, time and place of the exam, is include with the applicant's written test results.

5. Approximately six weeks after participating in the oral performance exam, applicants receive written notification from CPS with their oral exam results. Applicants who pass the oral component and becom certified as a Medical Interpreter receive a certificate and wallet size identification card from CPS. Applicant who fail the oral performance are sent a new application designed expressly for use by those applicants who elect to re-take the oral exam.

Applicants who pass the written test but do not pass the oral performance exam within 11 months of having passed the written test must re-take the written test to qualify for participation in the oral performance component. Fo instance, if an applicant passes both written tests administered on September 25, 1993, the applicant must pass th oral performance exam by September 24, 1994 to avoid re-taking the written tests.

SCHEDULING YOUR WRITTEN and ORAL PERFORMANCE TESTS and SITES for 1993/94

The application form attached to this packet lists dates for the written tests. Please note there are two examination cycles annually. Submittal of an application indicates your desire and intent to participate in the complete exam cycl the written tests and the next scheduled oral performance exam for your geographical area. You cannot defer you participation in the oral performance exam until a later date. **Be sure to select your test dates carefully because once your application is received, you cannot change your test dates or sites.** If you fail to appear as scheduled, you wi **forfeit your filing fee**. This applies to both written and oral test dates. Applicant requests to reschedule an exa appearance will not be granted except when the applicant provides proof that he/she suffered an illness or injury, o experienced a death in his/her immediate family, which prevented participation in the exam.

WRITTEN and ORAL PERFORMANCE TEST DATES

The Spanish/English **written tests** will be given in Alameda, Fresno, Los Angeles, Orange, Sacramento, and San Dieg Counties on **September 25, 1993** and **February 19, 1994** (Saturdays). **NOTE:** Applicants unable to appear for testin on a Saturday (or at any other time) due to religious observances must so indicate on their applications.

To participate in the **September 25, 1993** written tests (and, if you are successful, the November oral exam cycle) your application must be postmarked by **August 27, 1993.**

To participate in the **February 19, 1994** written tests (and, if you are successful, the April oral exam cycle), you application must be postmarked by **January 14, 1994.**

(Continued on the next page)

Applicants who pass the written tests administered in September 1993 but at the oral performance test administered in November, may re-apply to take the oral component administered in April 1994. **Applicants in this category must submit an application and filing fee by the final filing date of February 18, 1994.**

The oral performance exams following the **September 25, 1993** written tests are **tentatively** scheduled as follows:

Alameda County:	November 1-5, 1993	Sacramento County:	November 1-5, 1993
Los Angeles County:	November 8-12, 1993	San Diego County:	November 15-19, 1993

The oral performance exams following the **February 19, 1994** written tests are **tentatively** scheduled as follows:

Alameda County:	April 4-8, 1994	Sacramento County:	April 11-15, 1994
Los Angeles County:	April 18-22, 1994	San Diego County:	April 25-30, 1994

NOTE: The oral performance exams will not be offered in Fresno or Orange counties. Applicants who pass the written tests administered in Fresno will be scheduled for the oral exam in Sacramento. Applicants who pass the written test administered in Orange County will be scheduled for the oral exam in San Diego County.

EXAMINATION FILING FEE

The examination filing fee is $295.00, is non-refundable, is payable by money order or cashier's check only, and entitles the applicant to participate in one test cycle (one written test administration immediately followed by the oral performance test for those who pass the written tests). Candidates reapplying for either the written tests or oral performance test must submit a new application and the full filing fee. The filing fee is evaluated annually in June by the State Personnel Board with any change determined by program costs. Candidates submitting applications after a new fee is announced will be required to pay any fee increase mandated by the State Personnel Board.

DESCRIPTION OF THE THREE-PART WRITTEN TESTS

The English written test is comprised of 80 multiple choice questions and is divided into the following four subtests:

General Vocabulary and Word Usage (20 questions)
Grammar (20 questions)
Reading Comprehension (15 questions)
English to Spanish Translation of Medical Related Vocabulary (25 questions)

The Spanish written test is comprised of 80 multiple choice questions and is divided into the following four subtests:

General Vocabulary and Word Usage (20 questions)
Grammar (20 questions)
Reading Comprehension (15 questions)
Spanish to English Translation of Medical Related Vocabulary (25 questions)

Writing Skills Exercise - Candidates will be given a statement in English for written translation to Spanish and a written statement in Spanish for written translation into English. This component will be scored only for those candidates who pass the two multiple choice English and Spanish tests.

(Continued on the next page)

Applicants are not allowed to use any aids during the tests, i.e., dictionaries, notes, textbooks, etc., and are prohibite from bringing any personal items into the test room except the required identification, wallet and car keys. These personal items must be carried in a clear plastic bag. Candidates must achieve a passing score in each test to qualif for participation in the oral exam.

DESCRIPTION OF THE ORAL PERFORMANCE EXAM

Individual applicants are tested before an examination panel consisting of two examiners and a panel chairperson i a conference room setting. The exam is tape recorded and applicants are required to sign a security agreement pertaining to the confidentiality of exam material and related issues. The exam is comprised of the following thre components:

Consecutive Interpreting - Designed as a role play exercise, the consecutive component requires the candidate to serv as the interpreter for up to three panel members. Panel members read from a script which is a simulation of a medica appointment. Passages are from 1 to 30 words in length. The candidate must render his/her interpretatio immediately after the panel member stops reading (without pauses or hesitations). The interpretations rendered by the applicant are compared to correct interpretations used by the panel. Candidates may take notes during thi component but must turn in their notes before leaving the exam room.

Sight Translation - For this component, the candidate will be given one document in English to orally translate t Spanish, and one document in Spanish to orally translate to English. The candidate will be given two minutes to revie each document prior to rendering his/her oral translation within a five-minute time limitation. The candidate's renditio is compared to copies of correct translations used by the examining panel.

Simultaneous Interpreting - Using a headset (earphones), the candidate will listen to a tape recording in English an orally interpret the material into Spanish, speaking at the same time without pauses, at a rate of 100 words per minute for up to 2 1/2 minutes. The candidate's rendition is compared to a correct script used by the examining panel.

Without the use of dictionaries, books, notes or any other aids, candidates must demonstrate the following knowledge skills and abilities during the oral performance exam:

1. The ability to interpret/translate accurately without adding, deleting, paraphrasing, or changing the meaning of the examination material.
2. The ability to use correct vocabulary, pronunciation, grammar, syntax (phrase/sentence structure), register and gender.
3. The ability to perform consecutive interpreting accurately without pauses and with little or no need to hav material repeated.
4. The ability to perform simultaneous interpreting accurately, while listening with a headset to tape recorde material, at a rate of 100 words per minute.
5. Demonstrate knowledge of correct medical and technical terminology as used in medical examinations.

The oral performance test is scored on a pass/fail basis using a standardized rating system based on professiona testing standards, a validation study which determined the knowledge, skills and abilities required of medica interpreters; and expertise provided by recognized experts in the fields of interpreting and test development.

SUGGESTIONS ON HOW TO PREPARE FOR THE EXAMINATION

- Contact your local colleges and universities for information on classes in linguistics and interpreting.

- Identify sources where you can obtain study material for use at home. Many private instructors have material available as well as various organizations and schools/colleges. CPS offers a practice written test designed to measure basic language proficiency skills in English. This practice test also services as a model for the written tests in Spanish. See the paragraph below for instructions on how to obtain a copy of the practice written test.

- Attend workshops sponsored by such organizations as the California Court Interpreter Association (the Sacramento headquarters may be contacted at [916] 442-0608) or United Interpreters and Translators Association (may be contacted in Los Angeles at [213] 663-9211).

- Establish a personal library of Spanish/English dictionaries (general and medical) and textbooks related to building linguistic and interpreting skills.

- Review material available at public and college libraries in Spanish and English to strengthen your vocabulary and language skills. Practice reading and translating written material in both languages.

- Practice consecutive and simultaneous interpreting with tapes prepared especially for practicing these modes of intepretation and while watching television programs such as those featuring news broadcasts. Also practice while listening to news commentary radio programming. Purchase tape recordings used by court reporting students to practice simultaneous interpreting. They are available at beginning, intermediate and advanced level speeds from schools offering court reporting courses.

- Interpreters are required to have an expansive vocabulary and full command of correct grammar and syntax in both languages. To expand your vocabulary and linguistic skills, read a wide variety of material such as magazines, periodicals, journals, newspapers and literature in English and the target language. As you come across unfamiliar words, research their definitions and correct usage.

AVAILABILITY OF A PRACTICE WRITTEN TEST

An English only practice written test, which is designed to measure knowledge of basic language skills of interpreter certification candidates, will be available to prospective applicants for this certification exam from CPS for $15.00 after July 26, 1993. Written requests for the practice test should be sent to the address for CPS listed in this packet. Payment of the $15.00 fee must be made by money order or cashier's check only. The practice test will be mailed immediately upon receipt of the written request and fee. The practice written test is the property of the State Personnel Board and cannot be duplicated or re-printed in any manner. CPS is the only authorized distributor of the practice written test.

PNEUMONOULTRAMICROSCOPICSILICO-OOVOLCANOCONIOSIS

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PNEUMONOULTRAMICROSCOPICSILICO-OOVOLCANOCONIOSIS:

A disease of the lungs caused by the breathing of extremely fine siliceous dust particles along with volcanic dust containing particles of prehistoric eggs.

PNEUMONO: Combining word for lung.

ULTRAMICROSCOPIC: Too small to be visible by the ordinary microscope.

> [ULTRAMICROSCOPE: An apparatus for making ultramicroscopic particles visible consisting of a compound microscope with a condenser that projects intense light from one side so that what is actually seen against an otherwise dark field is the light scattered by the particles rather than the particles themselves - it is also called a dark field microscope.]

SILIC: A non metallic element found in the soil. Silicon compromises approximately 25% of the earth's crust, being by exceeded only by oxygen.

OO: Relating to an egg.

VOLCANOCONIOSIS: Any condition caused by the inhalation of volcanic dust.

CONIO: Dust.

OSIS: Abnormal condition.

prepared by
Alicia Flores
SWC

The following article has been removed due to copyright restrictions:

Page, Leigh. *"Perdidos en las traducciones"*, **Familia & Salud**, April 23, 1993.

WORKSHOP

The Certified Medical Interpreter

Handout prepared by

Carol N. Meredith, Ph.D.

BEST COPY AVAILABLE

SEMINAR ON MEDICAL INTERPRETING

September 1993

Objectives for a Medical Interpreter

- Acquire materials and references for independent study.
- Identify effective techniques for self-study.
- Understand different modes of interpretation. Become proficient in sight translation and consecutive interpretation, at least.
- Become familiar with the workings of the hospital or clinic where you work. Learn the names of departments, staff, and routine procedures, in English and Spanish.
- Understand and memorize medical and relevant vocabulary, in English and Spanish.
- Practice speaking, paraphrasing and interpreting language of different sophistication and different regional origin, in English and Spanish.
- Identify and solve translation problems, such as differences in sentence structure, false cognates, use of verbs, acronyms, idioms, and terms that cannot be translated.

FOR DISCUSSION

The following "Ten Commandments of Interpreting" were written by Dr. John Trelford of the Ob/Gyn clinic at the UC Davis Medical Center, Sacramento. Does Dr. Trelford have an accurate picture of the interpreter's role?

1st Do you and the patient understand each other? If not, it can lead to terrible misunderstandings, and indeed mismanagement of the patient. Do not guess! If there is a communications gap, say so! If the patient's dialect is unfamiliar to you, say so! If you need another person to interpret, say so!

2nd Do you understand the doctor? Don't pretend and then tell the patient what you THINK the doctor said. If you need to ask questions, say so!

3rd A doctor must have an accurate and detailed history in order to make a diagnosis. The history may be more important than the physical examination. The patient's X-rays, CAT scans, even laboratory tests are not useful without a history. Are you saying what the doctor is saying, or are you inventing? Never invent!

4th The diagnosis must be explained to the patient. This can be frightening. The patient has a hard time communicating and now he is learning that his life is threatened. Since the doctor cannot talk directly to the patient, he must rely on the interpreter. Ask yourself, "Am I prepared to tell this man that he may die, just as I would tell my own father?"

5th If the patient needs treatment, do you know how to explain it even if the patient's culture does not recognize any part of the treatment? Can you explain dangerous or painful procedures to the patient without scaring him so much that he will refuse life-saving treatment?

6th The patient is in hospital and not doing well. Can you discuss treatment to benefit the patient, or are you a hindrance?

7th Can you deal with family members who may be very anxious and even hostile?

8th Can you translate properly even if you don't like the person involved?

9th Can you sympathize with the patient but also apply discipline and order?

10th Are you accurate, responsible, available? Do you like people?

C.Meredith, Ph.D.

WORKSHOP FOR THE MEDICAL INTERPRETER
SELF-TEST

In the following sentences, find the closest translation for the words or phrases in boldface.

1. I think **this senior citizen has suffered an MI**.
   - a. este señor de edad ha sufrido un miocardismo.
   - b. este ciudadano de mayor edad ha sufrido un infarto.
   - c. este anciano ha sufrido un ataque al miocardio.
   - d. esta persona de edad ha sufrido un infarto del miocardio.

2. She should be sent **to Ob/Gyn for a D and C**.
   - a. a obstetricia para una D con C.
   - b. al departamento de ginecología y obstetricia para un aborto inducido.
   - c. al departamento de ginecología y obstetricia para un raspaje.
   - d. a ginecología para una prueba de embarazo.

3. Do you get a pain in your **belly after rich meals**?
   - a. estómago después de comidas ricas?
   - b. barriga después de comidas pesadas?
   - c. zona abdominal después de comidas grasosas?
   - d. abdomen después de la hiperfagia?

4. She has been vaccinated for **measles**, but I don't think we have a vaccine for **chickenpox**.
   - a. sarampión, varicela
   - b. viruela, varicela
   - c. sarampión, virus de aves
   - d. peste cristal, viruela loca

5. **He has diabetes mellitus, shown by hyperinsulinemia and high blood glucose.**
   - a. Tiene diabetes sacarina, demostrada por la hiperinsulinemia e hiperglicemia.
   - b. Tiene diabetes dulce, demostrada por niveles bajos de insulina y glucosa en el suero.
   - c. Tiene enferma la sangre, porque tiene mucha insulina y mucha azúcar en la sangre.
   - d. Tiene diabetes insípida, demostrada por la insulina y glucosuria.

6. Send her to the lab so that they can collect a **specimen of urine and stool.**
   a. muestra de orina y un banquito.
   b. muestra de orina y materia fecal.
   c. especimen de orina y heces.
   d. especie de orina y materia fecal.

7. Among overweight women, **gallbladder disease is not uncommon.**
   a. la enfermedad de la vesícula no está fuera de la norma.
   b. la enfermedad de la vejiga es bastante común.
   c. es frecuente la enfermedad de la vesícula.
   d. no es raro encontrar la vejiga enferma.

8. The patient felt **dizzy and his legs were numb.**
   a. mareado y tenía las piernas dormidas.
   b. fatigado y tenía las piernas entumidas.
   c. enfermo y tenía las piernas dormidas.
   d. asqueado y tenía las piernas adormecidas.

9. She was taking a lot of **aspirin for migraine and low back pain.**
   a. aspirina para el dolor de cabeza y de la espalda baja.
   b. aspirina para el dolor de migraña y de la columna vertebral.
   c. aspirina para la cefalea y el dolor de espalda.
   d. aspirina para la jaqueca y el dolor lumbar.

10. **Don't you think he has had enough time to study the contract?**
   a. ¿Ha tenido tiempo excesivo para estudiar el contrato?
   b. ¿No es que le ha faltado el tiempo para estudiar el contrato?
   c. ¿No cree que ha tenido tiempo insuficiente para estudiar el contrato?
   d. ¿Cree que ha tenido tiempo suficiente para estudiar el contrato?

11. **How long will he be in the operating room?**
   a. ¿Cómo de largo va a estar él en la sala de operaciones?
   b. ¿Cuán largo es el tiempo que va a estar en el quirófano?
   c. ¿Cuánto tiempo va a estar en el quirófano?
   d. ¿Cuánto demorará en la pieza de operaciones?

12. **How old is this young man?**
    a. ¿Qué edad tiene este joven?
    b. ¿Cómo de viejo es este muchacho?
    c. ¿Cuán viejo es este joven?
    d. ¿Cuántos años tiene este mozuelo?

13. **You don't believe they'll come back, do you?**
    a. ¿Cree usted o no que van a volver?
    b. Usted no cree que van a volver ¿verdad?
    c. ¿No cree usted que volverán, o no?
    d. ¿Cree que no van a volver, o que sí?

14. **Isn't his reaction just typical?**
    a. Su reacción es típica ¿no le parece?
    b. ¿No es típica su reacción, o sí lo es?
    c. Su reacción no es justamente típica ¿cree usted?
    d. ¿No es que su reacción es sencillamente típica?

15. The room is ready, but the janitor hasn't **sanitized the bathroom**.
    a. saneado el baño.
    b. sanitizado el baño.
    c. limpiado el baño.
    d. descontaminado el baño.

16. I'll type this quickly and **fax it to him**.
    a. se lo mando por fax.
    b. se lo faxeo.
    c. se lo mando electrónicamente por teléfono.
    d. se lo mando por correo facsímil.

17. The detergent the child swallowed was a **phosphate-based non-toxic red gel.**
    a. gel rojo fosfatado que no es tóxico.
    b. gel no tóxico, rojo, basado en fosfato.
    c. gelatina roja con fosfato, no tóxico.
    d. gel rojo, de fosfato y antitóxico.

18. The neurosurgeon works for a **large Stockton-based physician-owned psychiatric clinic.**
    a. una clínica psiquiátrica grande que pertenece a los médicos y queda en Stockton.
    b. una gran clínica psiquiátrica adueñada por médicos de Stockton.
    c. una gran clínica psiquiátrica en Stockton, de los médicos de allá.
    d. una clínica psiquiátrica de Stockton, perteneciente a un gran grupo de médicos.

19. Trauma has increased in Los Angeles because of **gang-related violent drug crimes**.
    a. delitos violentos basados en gangas y drogas.
    b. delitos violentos sobre drogas y pandillas.
    c. delitos violentos por drogas, causados por pandillas.
    d. delitos violentos por pandillas drogadas.

20. The company sells **a packaged antibody-based easy-to-use HIV assay.**
    a. un análisis para el HIV, envasado, que se basa en anticuerpos y es fácil de usar.
    b. un ensayo de HIV, de uso fácil, basado en anticuerpos para el empaquetado.
    c. un ensayo para HIV, basado en anticuerpos fáciles de usar y empaquetados.
    d. un análisis HIV empaquetado para los anticuerpos, fácil de utilizar.

21. I don't think he's sick. **He's always belly-aching about something.**
    a. Siempre le duele la barriga.
    b. Siempre está enojado.
    c. Siempre tiene dolores abdominales y se queja.
    d. Siempre se está quejando de algo.

22. She can't leave by herself, but I think her **daugher-in-law and son** will come to fetch her.
    a. nuera e hijo
    b. cuñada y hijo
    c. nuera y hijo
    d. suegra e hijo

23. The amount of alcohol he had consumed was measured in **expired air**.
   a. aire inhalado
   b. aire pulmonar
   c. aire expirado
   d. aire espirado

24. The bullet ruptured his **spleen**.
   a. estómago
   b. vejiga
   c. bazo
   d. hígado

25. The autopsy showed **cuts in his scalp and bruises on his face**.
   a. tajos en el cuero cabelludo y moretones en la cara.
   b. cortes en el escalpelo y moradas en la cara.
   c. cortaduras en la cabeza y escoriaciones en la cara.
   d. cortados en la frente y moradas en la cara.

26. **You have the right to withdraw your consent from this protocol at any time.**
   a. Tiene el derecho de retirar su consentida a este protocolo en cualquier tiempo.
   b. Tiene derecho a retirar su consentimiento a este protocolo en cualquier momento.
   c. Tiene derecho a retirarse del consentimiento para este protocolo en todo momento.
   d. Tiene derecho a retraer su consentimiento a este protocolo cuando quiera.

27. **You will be given the opportunity to decide to consent or not to consent to participate in this study.**
   a. Se le dará la oportunidad de decidir si quiere o no consentir a la participación en este estudio.
   b. Se le dará la chance de decidir si quiere o no dar su consentimiento a participar en este estudio.
   c. Se le dará a usted la oportunidad para decidir que si va a consentir o que no va a consentir a la participación de este estudio.
   d. Se le dará la facultad de decidir si conscientemente quiere participar en este estudio.

28. The cost of health care in the United States in 1990 was **800 billion dollars**.
    a. 800 billones de dólares.
    b. 800.000 millones de dólares.
    c. 800 millones de dólares.
    d. 800 millones de millones de dólares.

29. The new health plan will be based on **Managed Competition**.
    a. Competición Manejada.
    b. Competencias Administradas.
    c. Competencia Dirigida.
    d. Competencia Manipulada.

30. Now you won't have to fill out so many **forms and applications**.
    a. formularios y solicitudes.
    b. formas y aplicaciones.
    c. formas y aplicabilidades.
    d. formularios y solicitaciones.

31. The child's **rate of weight gain** is clearly abnormal.
    a. la tasa ponderal
    b. la velocidad de aumento de peso
    c. el ratio de aumento de peso
    d. la razón de peso aumentado

REFERENCE MATERIAL

DICTIONARIES

GENERAL

Simon and Schuster's International Dictionary. English/Spanish, Spanish/English. Tana de Gámez. Simon and Schuster, New York, 1973. ISBN 0-671-21507-8. $55.

This is probably the best Spanish/English discitonary available. If you work as a translator, it is indispensable.

Diccionario de la Lengua Española. Real Academia Española. Edición 20. Tomo I y II. Madrid, 1984.

This is the final arbiter of correct Spanish usage. You must have it if you work as a translator into Spanish. It is expensive (about $140).

The American Heritage Dictionary. 3rd Ed. Houghton Mifflin, New York, 1992. ISBN 0-395-44895-6.

This is a superb dictionary. It is beautifully printed, easy to read, modern, has explanations and examples on usage, illustrations. Costs about $60.

Small pocket dictionaries. Do not use them for translations. They are too limited. They are handy to take with you when you work as an interpreter, to look up the odd word that you have suddenly forgotten, or words that you are not sure you translated correctly. Always re-check those words in a good, single-language dictionary, as soon as you can.

SPECIALIZED

Diccionario Médico-Biológico University. Inglés - Español. Alberto Folch Pi. Editorial Interamericana, Mexico, 1966.

Address of publishing house: Editorial Interamericana S.A., Cedro 512, Mexico 4, D.F. México.

There is a newer edition. This is a very complete dictionary, useful if you work in the medical field.

Diccionario Médico Ilustrado. Melloni. Editorial Reverté, Barcelona, Spain.

Not a bilingual dictionary. It has illustrations, so you can see the pictures of what is being named.

Glosario Español-Inglés para las Auxiliares de Salud. Farm Workers Health Service, State Department of Health, California, 1974.

This excellent little book is out of print and cannot be bought anywhere. However, it is in the University of California libraries. As it is a Dept. of Health publication, there is no copyright, so you can copy the whole book if you find it.

Avoid buying outdated medical dictionaries (e.g., Diccionario de términos médicos, F. Ruiz Torres). How can you find out if a medical dictionary is out of date? Look up new technologies or diseases. For example, if there is no reference to CAT scans, HIV, killer cells, or Alzheimer's disease, the dictionary is out of date.

Pictorial:

The Oxford-Duden Pictorial Spanish and English Dictionary. Manuel Alvar Ezquerra and John Pheby. Clarendon Press, Oxford, England, 1985.

Wonderful drawings of places and things with the names in both languages. Its usefulness is limited because the English is very British and the Spanish is straight out of Spain.

Grammar and usage:

Diccionario de Dudas y Dificultades de la Lengua Española. Manuel Seco. 9a. Edición. Espasa Calpe, Madrid, Spain, 1990. ISBN 84-376-0533-4.

Useful once you learn to find things. Has practical sections such as names of countries and nationalities, abbreviations. Costs only about $10. Written by journalists.

Idioms:

Diccionario de Modismos Ingleses y Norteamericanos. Alfonso Torrents dels Prats. Diccionario Juventud, Barcelona, Spain, 1969. ISBN 84-261-0838-5.

It only translates idioms from English to Spanish, but the dictionary is easy to use and includes examples of how the English idiom and its Spanish version are used in sentences. It costs about $25.

C.Meredith, Ph.D.

BOOKS ON MEDICINE

If you do not have a medical background, look for basic books on first aid, nursing, public health, in both English and Spanish. This will increase your understanding of procedures as well as vocabulary. A useful general medicine book that is published in English and in Spanish:

The Merck Manual of Diagnosis and Therapy. 16th Edition. R. Berkow, Ed. Merck Research Laboratories, Rahway, NJ 1992. ISBN 0911910-16-6. $26.00.

> This is a well-written, modern handbook, intended for health professionals. It has few illustrations. The Spanish translation will be published in December 1993. The Spanish translation of the 15th edition is out of print.

The American Medical Association Family Medical Guide. J.R. Kunz, Ed. Random House, N.Y. 1982. ISBN 0-394-51015-1.

> Simple but complete, with excellent diagrams and illustrations. Not available in Spanish.

Become a magpie! Borrow and copy English and Spanish versions of consent forms, medical forms, insurance forms, anything that will help you expand your vocabulary and medical knowledge.

BOOKSTORES

You may want to look through your local college bookstore for advanced study materials in Spanish and English grammar and usage.

It is often easier and cheaper to buy Spanish language books in the U.S. and not in Spain because you avoid paying Spanish sales tax and the shipping costs. Mail is more reliable and faster within the U.S. than from Mexico, Spain, or other Spanish-speaking countries. Make a habit of visiting bookstores whenever you are in a Spanish-speaking country. Books will not be cheap but you will often find a wide selection.

ADDRESS	**TELEPHONE**
Bernard H. Hamel Spanish Books 10977 Santa Monica Boulevard Los Angeles, CA 90025	213-475-0453
La Moderna Poesía 5246-50 S.W. Eighth Street Miami, FL 33134	305-446-9884
Librería de Porrua Santa Hermanos y Cia., S.A. Av. Argentina 15 Esquina Justo Serra Apartado M 7990, CP 06020 Mexico DF	
Western Continental Books, Inc. 625 E. 70th Ave., No. 5 Denver, CO 80229	303-289-1761
Editorial Sibi 4804 S.W. 75th Ave. Miami, FL 33155	305-262-1956
Imported Books P.O. Box 4414 Dallas, TX 75208	214-941-6497

MEDICAL VOCABULARY

Translators are fortunate that so many words in medicine derive from Latin or Greek. This makes them similar in English and Spanish. You should focus on learning the terms that are not cognates. The following vocabulary list is made up of non-cognates.

Abrasion	Escoriación, raspadura
AIDS	SIDA
Ankle	Tobillo
Armpit	Axila, sobaco
Atrium of the heart	Aurícula del corazón
Backbone	Espina dorsal, espinazo
Balance	Equilibrio
Bedpan	Chata
Belly	Panza, barriga
Bile	Hiel, bilis
Vesícula biliar	Gallbladder
Bladder	Vejiga
Blister	Ampolla
Baby bottle	Biberón
Bowels, gut	Intestino, tripas
Bow-legged	Patizambo
Brain	Cerebro
Brains	Sesos
Breast	Mama, pecho
Breech delivery	Presentación de nalgas
Buttocks	Nalgas, asentaderas
Bypass surgery	Cirugía de bypass, de desvío
Calf of the leg (gastrocnemius)	Pantorrilla (gastrocnemio)
Carbon dioxide	Anhidrido carbónico

Cervix (gynecology)	Cuello del útero
CAT scan	Imagen por tomografía computarizada
Chicken pox	Varicela, viruela loca
Choke	Atragantarse
Collarbone	Clavícula
Constipation	Estreñimiento, constipación
A coronary	Infarto cardíaco
Cramps	Retortijones, retorcijones
Cross-eyed	Bizco, turnio
Crotch	Ingle
Crutches	Muletas
Curettage	Raspaje
Dizziness	Mareo
Earache	Dolor de oído
Feces	Heces, materia fecal
Fever	Fiebre, calentura
First aid kit	Botiquín
Foreskin	Prepucio
German measles	Rubela, rubeola, roseola
Influenza	Gripe
To flush	Ruborizarse
Hot flashes	Bochornos
Goiter	Bocio, buche, coto
Gout	Gota
Gums	Encías
Hay fever	Fiebre de heno
Hemorrhoids	Almorranas, hemorroides
Herpes simplex	Herpes simple
Hives	Urticaria

Informed consent	Consentimiento informado
Instep	Empeine
Iodine	Yodo
Itch	Comezón, picazón
Jaundice	Ictericia
Kidney stones	Cálculos renales
Kneecap	Menisco
Knuckles	Nudillos
Labor, to be in	Estar de parto, trabajo de parto
Labor, a woman in	Parturienta
Louse	Piojo
Louse, pubic	Ladilla
Lockjaw, tetanus	Tétano, enfermedad de arco
Lump	Protuberancia
Marrow	Médula, tuétano
Measles	Sarampión
Medulla	Médula
Magnetic resonance scan	Imagen por resonancia magnética
Miscarriage	Malparto, aborto
Moan	Gemir
Mumps	Paperas
Nape of the neck	Nuca
Nipple	Tetilla
Nostril	Narina
Numb	Adormecido
Operating room	Quirófano, sala de operaciones
Ointment	Ungüento, pomada
Os	Orificio
Pacemaker	Marcapasos

A physical examination	Examen médico
Pink-eye	Conjuntivitis
Pneumonia	Pulmonía, neumonía
Pregnancy	Embarazo
Push (as in labor)	Pujar
Rash	Sarpullido, salpullido
Relapse	Recaída
Refer	Mandar a otro médico
Rickets	Raquitismo
Ringworm	Tiña
Scalp	Cuero cabelludo
Scalpel	Bisturí
Shinbone	Canilla
Shoulder blade	Omóplato
Skull	Calavera
Smallpox	Viruela
Specimen	Muestra
Spleen	Bazo
Stitch	Coser
A stitch (pain)	Puntada
Stool	Heces
Sunstroke	Insolación
Syringe	Jeringa
A shot	Inyección
Tapeworm	Tenia, lombriz solitaria
Roundworms	Ascaris
Sedative	Sedante
Typhoid fever	Fiebre tifoidea
Typhus	Tifus exantemático

Wart	Verruga
Whooping cough	Tos ferina, tos convulsa
Wisdom tooth	Cordal, muela del juicio
Womb	Matriz, vientre
Wrist	Muñeca

MEDICAL ACRONYMS

American English is full of acronyms. Other languages do not rely on acronyms as much. Acronyms pose several problems for the interpreter. You must recognize what the acronym stands for, in English. You must then be able to turn it into the target language. You then have to say it very fast, because the full phrase is always longer than the acronym.

Look for acronyms in books on medicine or nursing. Find out what they mean. Find out how to translate them.

The following table has a list of acronyms and what they stand for.

Acronym	Meaning	Translation
AIDS	Acquired Immune Deficiency Syndrome	
BP	Blood pressure	
CAT scan	Computerized axial tomography scan	
CDC	Centers for Disease Control	
CNS	Central nervous system	
COPD	Chronic obstructive pulmonary disease	
CPR	Cardiopulmonary resuscitation	
D & C	Dilation and curettage	
DOA	Dead on arrival	
EKG	Electrocardiogram	

FDA	Food and Drug Administration	
GI system	Gastrointestinal system	
ICU	Intensive care unit	
IM	Intramuscular	
IND	Investigational new drug	
IUD	Intrauterine device	
IV	Intravenous	
MI	Myocardial infarction	
MRI scan	Magnetic resonance imaging scan	
NIDDM	Non-insulin dependent diabetes mellitus	
NIH	National Institutes of Health	
OTC	Over the counter	
OD	Overdose	
Pap smear	Papanicolau smear	
PID	Pelvic inflammatory disease	
RBCs	Red blood cells	
SIDS	Sudden infant death syndrome	

STD	Socially transmitted disease	
TB	Tuberculosis	
TPN	Total parenteral nutrition	
UTI	Urinary tract infection	
WBCs	White blood cells	

Medical Euphemisms

Telling it Like it Isn't

It is a typically American trait to try and disguise what is ugly or frightening by giving it another name. Euphemisms reveal the characteristics that a society finds shameful. In the United States, we commonly use euphemisms for poverty, disease, pain, old age, death, race, fatness. Thus, slums become redevelopment areas, soldiers firing on their comrades by mistake becomes friendly fire, and so on. It can make English numbingly boring to read and it poses a challenge to the interpreter, who must interpret the euphemism into the truth before turning it into something understandable in a foreign language.

If you translate the euphemism literally, you may not make yourself clear. For example, "es pro-vida" will probably not convey the idea that the person opposes abortion. In addition, not all the traits considered undesirable in the U.S. are equally bad in other cultures. For example, Latin Americans can call someone "Negrita" or "Gordita" as an endearment, but the English equivalent would be insulting.

The following table shows some examples of euphemisms used in medical care. Try translating the column on the left.

Euphemism	What they really mean
This may pinch a little.	You will feel a sharp pain.
The treatment produces some discomfort.	The treatment hurts.
The child is developmentally delayed.	The child is retarded.
He is visually challenged.	He is almost blind.
She is in a support group for differently sized women.	She is in a support group for obese women.
The director is pro-choice.	The doctor is in favor of abortion.
The lady is pro-life.	The lady opposes abortion.
We provide the service to senior citizens.	We provide the service to the elderly.
Genetically, he is a little person.	Genetically, he is a dwarf.

He is in a school for exceptional children.	He is in a school for the mentally retarded.
She is a full-figured woman.	She is fat.
They are underprivileged.	They are poor.
They are below the poverty line.	They are poor.
The house is unsanitary.	The house is dirty.
He has a problem with alcohol abuse.	He is a drunk.
Mary and Jane live together in an alternative lifestyle.	Mary and Jane live together as a homosexual couple.
The non-living person was taken to the morgue.	The corpse was taken to the morgue.
The child has a handicapping condition.	The child is crippled.
He is a husky boy.	He is a fat boy.
She is in a prenatal condition.	She is pregnant.

An excerpt from the following book has been removed due to copyright restrictions:

Hughes, Robert. **The Culture of Complaint** Oxford University Press,
New York, 1993.

142 & 143

techn.med

TECHNICAL LEVEL OF INFORMATION IN DOCTOR-PATIENT CONVERSATION

The following is a list of medical explanations that range from very simple and non-technical, to complicated and technical.

There are two problems with these explanations: the simple answers tend to be uninformative, and the complete answers are difficult to understand.

1. You're fine. Everything's going to be all right.
2. Your chances are good. I can't predict - everyone is different.
3. There's something the matter with your arm. Your vessels to the brain are clear as a whistle. Blood pressure is good.
4. Often the swelling of the vein leaves a tag that protrudes. It's like scar tissue. Nothing to worry about. Blood pressure change may be a sign of age, but we'll check other possibilities.
5. The problem with your blood vessels is secondary to your diabetes. And your blood pressure is 120 over 80.
6. The problem is probably diabetes. The tolerance test showed 170, which is high, but not surprising given your family history.
7. The diagnosis based on the tolerance test is almost 80% likely to be diabetes mellitus, related to age, obesity and family history.

mistrans.med

WHAT WENT WRONG WITH THIS TRANSLATION?

Exercise in misinterpretation of English and Spanish.

1. So he hit you over the head with a beer bottle. Is that correct?
   No, señor, estuvo muy mal que lo hiciera. Me hizo mucho daño.

2. Did you discuss these matters with your obstetrician?
   No, si yo me llevo muy bien con ese doctor. Nunca tenemos desacuerdos.

3. I understand that you work with a person called Eliana Simón but there was a second helper. Can you tell us her name?
   Juan González, tal como dice mi cédula.

4. I want to ask you about your family. How many children do you have?
   Tres.
   And how many are girls?
   Cuatro.

5. I want you to receive aggressive treatment for this infection.
   Pero si ya me lastima mucho. No quiero que me siga doliendo.

6. What did he say when you asked him to wash his clothes?
   No, yo siempre hago todo el lavado de mi ropa. Yo solamente quería que él se lavara las camisas y el resto de sus cosas.

7. I understand that your husband cannot support you or the two children.
   No, si nos quiere mucho, el problema es que no tiene dinero.

8. Antes del accidente en el jardín, había dejado el tarro de pesticida en la escalera.
   And was this close to the landing?
   No, si la escalera estaba afuera, en el patio.

9. Did you bring all your legal documents to the clinic this morning?
   Claro. No sería apropiado traer documentos ilegales a este lugar.

Key to the Self-Test Questions

1.d
2.c
3.b
4.a
5.a
6.b
7.c
8.a
9.d
10.d
11.c
12.a
13.b
14.a
15.c
16.a
17.b
18.a
19.c
20.a
21.d
22.a
23.d
24.c
25.a
26.b
27.a
28.b
29.c
30.a
31.b

SPANISH

MEDICAL

TERMINOLOGY

SPANISH MEDICAL TERMINOLOGY

1. micr/o/scopio
2. micr/o/film
3. micr/ó/metro
4. hidr/ó/metro
5. hidr/o/clór/ico
6. acr/o/cian/osis
7. acr/o/megal/ia
8. dermat/itis
9. dermat/osis
10. leuc/o/derm/ia
11. cian/o/derm/ia
12. leuc/o/cito
13. megal/o/manía
14. cardi/algia
15. electr/o/cardi/o/grama
16. gastr/ectomía
17. gastr/itis
18. duoden/o
19. gastr/o/duoden/ostomía
20. duoden/otomía
21. encefal/itis
22. encefal/o/mening/itis
23. hiper/trofia
24. hipo/dérm/ico
25. aden/itis
26. aden/oma
27. aden/o/patía
28. lip/oma
29. lip/oide
30. laring/itis
31. laring/ostomía
32. laring/algia
33. ostom/ía
34. cefal
35. oste/itis
36. oste/o/malacia
37. oste/o/patía
38. oste/oma
39. encefal/itis
40. encefal/oma
41. cele
42. encefal/o/cele
43. malac/ia
44. encefal/o/malacia
45. cefal/algia
46. cefál/ico
47. oste/o/artro/pat/ía
48. artr/itis
49. artr/otom/ía
50. cost/al
51. inter/cost/al
52. dent/algia
53. oto/mía
54. encefal/oma
55. inter/dental
56. cist/ectomía
57. cist/otomía
58. abducción
59. ectom/ía
60. artroplastia

SPANISH MEDICAL TERMINOLOGY

1. abdomino/torác/ico
2. torác/ico
3. torac/otomía
4. toraco/centesis
5. toraco/pat/ía
6. toraco/plast/ia
7. cisto/plast/ia
8. hidro/quiste
9. hidro/cefal/ia
10. hidro/cefál/ico
11. fob/ia
12. hidro/fob/ia
13. hidro/terapia
14. lumb/ar
15. supra/lumb/ar
16. supra/cost/al
17. supra/púb/ica
18. peli/metría
19. pelví/metro
20. supra/pélv/ico
21. crani/ectomía
22. craneo/tomía
23. craneó/metro
24. cerebr/al
25. espin/al
26. cerebro/espin/al
27. coco
28. cocos
29. estrepto/cocos
30. estafilo/cocos
31. diplo/cocos
32. pio/gén/icos
33. mening/itis
34. pio/rrea
35. oto/rrea
36. ot/algia
37. rin/itis
38. rino/plast/ia
39. rin/otomía
40. lito/tomía
41. cole/lito
42. cole/cist/itis
43. cole/cist/ectomía
44. lito/génesis
45. lito
46. craneo/malacia
47. rino/lito
48. hidro/céfalo
49. terapia
50. ot/itis
51. litó/metro
52. rino/rrea
53. cole/cisto
54. meninges
55. estafilo/plas
56. pio/torác/ico
57. craneo/plasti
58. pubis
59. citó/metro
60. supra/craneal
61. cardió/metro
62. toracó/metro

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SPANISH MEDICAL TERMINOLOGY

1. prad. bradi
2. bradi/fagia
3. duines/ia or cines/ia
4. duinesi/algia or cinesi/algia
5. ología
6. quinesi/ología or cinesi/ología
7. bradi/cardia
8. taqui
9. taquí/metro
10. taqui/pnea
11. ne/u
12. dis
13. dis/nea
14. pepsis
15. peps/o
16. dis/peps/ia
17. a/peps/ia
18. bradi/peps/ia
19. mio/blasto
20. neuro/blasto
21. mi/o
22. angi/o
23. lis/o
24. escler/o
25. fibr/o
26. blast/o
27. espasmo
28. neur/o
29. osis
30. oma
31. mio/blasto
32. neuro/blasto
33. neuro/spasmo
34. mio/spasmo
35. angio/spasmo
36. neuro/scler/osis
37. angio/scler/osis
38. mio/scler/osis
39. neuro/fibr/oma
40. angio/fibr/oma
41. neur/ó/lisis
42. angi/ó/lisis
43. arteri/o/spasmo
44. arteri/o/scler/osis
45. arteri/o/malacia
46. hemat/o
47. hem/o
48. hemat/o/logía
49. espermat/o
50. espermat/ó/lisis
51. o/o
52. oo/génesis
53. oofor/o
54. oofor/ectomía
55. oofor/oma
56. oofor/itis
57. ooforo/pexia
58. pex/ia
59. salping/o
60. salping/o/scop/io
61. salping/itis
62. salping/o/oofor/ectomía
63. salping/o/oofor/itis
64. hister/o
65. hister/ectomía
66. hister/otomía
67. hister/o/pexia
68. hister/o/salping/oofor/ectomia
69. ptosis
70. hister/o/ptosis
71. blefar/o
72. blefar/o/ptosis
73. blefar/o/spasmo
74. blefar/itis
75. blefar/otomía
76. blefar/o/plastia
77. blefar/edema
78. nefr/o
79. nefr/o/ptosis
80. nefr/itis
81. nefr/ó/lisis
82. nefr/o/lito
83. nefr/o/malacia
84. nefr/o/megalia

BEST COPY AVAILABLE

SPANISH MEDICAL TERMINOLOGY

1. ur/o
2. piel/o
3. rrafia
4. piel/itis
5. piel/o/plast/ia
6. piel/o/nefr/osis
7. piel/o/nefr/itis
8. ureter/o
9. ureter/o/lito
10. ureter/o/cele
11. ureter/o/patía
12. ureter/o/piel/itis
13. ureter/o/cist/ostomía
14. ureter/o/pi/osis
15. ureter/o/rrafia
16. nef/o/rrafia
17. cist/o/rrafia
18. neur/o/rrafia
19. blefar/o/rrafia
20. uretr/o
21. uretr/otomía
22. uretro/spasmo
23. uretr/o/cist/itis
24. rragia
25. ureter/o/rragia
26. cist/o/rragia
27. ne/o
28. neumon/o
29. neum/o
30. neumon/otomía
31. neum/orragia
32. neumon/o/centesis
33. neumon/itis
34. neumon/o/pexia
35. neumon/o/melan/osis
36. melan/o
37. melan/oma
38. melan/o/cito
39. melan/o/derma
40. melan/o/carcin/oma
41. mic/o
42. neumon/o/mic/osis
43. mic/oide
44. mic/ología
45. rin/o/mic/osis
46. dermat/o/mic/osis

BEST COPY AVAILABLE

SPANISH MEDICAL TERMINOLOGY

1. estomat/algia
2. glos/ectomía
3. estomat/o
4. glos/o
5. estomat/itis
6. estomat/o/plastia
7. estomat/o/mic/osis
8. estomat/orragia
9. estomat/o/patía
10. estomat/o/scopio
11. glos/itis
12. glos/algia
13. glos/al
14. hipo/glos/al
15. glos/o/ptosis
16. queil/o
17. queil/itis
18. queil/o/plastia
19. queil/otomía
20. queilo/stomato/plastia
21. queil/osis
22. gingiv/o
23. gingiv/itis
24. gingiv/algia
25. gingiv/ectomía
26. gingiv/o/glos/itis
27. gastr/o
28. gastr/o/enter/o/ptosis
29. col/o
30. col/o/centesis
31. col/ostomía
32. col/o/clisis
33. fleb/o
34. fleb/ectomía
35. fleb/ectasia
36. angi/ectasia
37. orrexis
38. cardi/orrexis
39. hepat/orrexis
40. hepat/orrafia
41. cist/orrafia
42. estesia
43. anestesi/ología
44. algesia
45. an/algesia
46. para/hepat/itis
47. para/nefr/itis
48. para/algesia
49. para/fasia
50. a/fasia

51. dis/fasia
52. dis/fonía
53. a/fonía
54. mio/card/itis
55. dipl/o/card/ia
56. dipl/o/fonía
57. brad/i/fasia
58. dipl/opía
59. gastr/orragia
60. esofag/o/duoden/ostomía
61. gastr/ectasia
62. enter/o
63. enter/ectasia
64. enter/o/plejía
65. cól/ico
66. col/ostomía
67. col/o/pexia
68. col/o/clisis
69. enter/o/scopio
70. rect/o
71. rect/o/clisis
72. rect/o/plastia
73. rect/orrafia
74. proct/o/scopio
75. hepat/o/megalia

76. hepat/o/scopio
77. hepat/ectomía
78. pancreat/o/lito
79. gastr/o/enter/ostomía
80. term/o/fobia
81. term/o/plejía
82. term/o/estesia
83. dia/rrea
84. dia/gnosis
85. pro/cefál/ico
86. psic/osis
87. psic/ólogo
88. neur/o/miel/itis
89. hiper/plasia
90. miel/o/cele
91. lit/o/tripsia
92. trips
93. neur/ólogo
94. cian/opía
95. neur/o/artr/o/patía
96. neur/o

1. dia/scop/io
2. micr/o
3. micr/o/céfal/o
4. micr/o/cist/o
5. micr/o/cit/o
6. micr/o/card/ia
7. macr/o
8. macr/o/citos
9. macr/o/céfal/o
10. macr/o/glos/ia
11. macr/ot/ia
12. macr/o/queil/ia
13. dactil/o
14. dactil/o/espasmo
15. dactil/o/grama
16. macr/o/dactil/ia
17. pol/i
18. pol/i/ur/ia
19. poli/neur/itis
20. poli/artr/itis
21. sin
22. sin/ergét/icas
23. sin/artr/osis
24. drom/o
25. sín/drom/o

26. pró/drom/o
27. dips
28. pol/i/dips/ia
29. dips/o/terap/ia
30. dors/al - dors/o
31. ventr/al - ventr/o
32. anter/ior - anter/o
33. poster/ior - poster/o
34. cefál/ico - cefal/o
35. caud/al - caud/o
36. aer/o
37. aer/o/fob/ia
38. aer/o/terap/ia
39. bios
40. bi/ología
41. bio/génesis
42. crom/o
43. cromat/ó/lisis
44. crom/o/génesis
45. cromat/ó/metro
46. crom/o/fíl/ico
47. a/crom/o/fíl/ico
48. eu
49. eu/peps/ia
50. eu/pnea

51. men/o
52. men/orrea
53. dis/men/orrea
54. estasis
55. hem/o/estasis
56. arteri/o/estasis
57. sifil/o
58. sifil/oma
59. sifil/oide
60. seud/o
61. seud/o/quiste
62. seud/o/estesia
63. seud/o/hiper/trof/ia
64. viscer/o/ptosis
65. viscer/o/alg/ia
66. lapar/o
67. lapar/otomía
68. pir/o
69. pir/osis
70. pir/ó/metro
71. pir/o/fobia
72. leuc/o
73. eritr/o
74. clor/o
75. xant/o

76. xant/op/ía
77. eritr/o/derma
78. xant/em/ia
79. hidr/o
80. hidr/osis
81. ginec/o
82. ginec/ó/logo
83. gine/o/fobia
84. oftalm/o
85. oftalm/o/patía
86. glic/o - gluc/o
87. gluc/em/ia
88. gluc/ó/lis/is
89. orquid/o
90. orquid/ectomía
91. cript/o
92. cript/ó/pico

BEST COPY AVAILABLE

SPANISH MEDICAL TERMINOLOGY

1. aut/o
2. ect/o
3. end/o
4. mes/o
5. retr/o
6. par/a
7. colp/o
8. colp/o/patía
9. colp/o/scopio
10. end/o/císt/ico
11. end/o/condr/al
12. end/o/col/itis
13. retr/o/cól/ico
14. par/apendic/itis
15. autó/lis/is
16. auto/fobia
17. mon/o
18. mon/o/cito
19. mon/oma
20. mult/i
21. mult/i/celul/ar
22. mult/í/para
23. nul/i
24. nul/í/para
25. par/o

26. prim/i
27. ab
28. de
29. ex
30. narc/o
31. narc/ó/tico
32. is/o
33. is/o/térm/ico
34. anis/o
35. anis/o/cit/osis
36. di/a
37. per
38. peri
39. circun
40. peri/cól/ico
41. peri/condr/al
42. circun/duc/ción
43. dia/térm/ico

SPANISH MEDICAL TERMINOLOGY

1. necr/o
2. necr/osis
3. necr/ectomía
4. filia
5. necr/o/fobia
6. fil/o
7. hom/o
8. necr/ó/metro
9. heter/o
10. heter/opía
11. esplen/o
12. esplen/orragia
13. esplen/ectomía
14. esplen/o/pexia
15. espleno/patía
16. esplén/ico
17. sim - sín
18. sim/bléfar/on
19. super - supra
20. metr/o
21. metr/orrea
22. metr/o/cele
23. sím/bolo
24. sim/pát/ico
25. necr/o/cit/osis
26. necro/parásito
27. necr/o/filia
28. hom/o/term/al

SPANISH MEDICAL TERMINOLOGY

1. epi
2. extra
3. infra
4. sub
5. epi/gástr/ica
6. epi/cist/itis
7. epi/nefr/itis
8. epi/dérm/ico
9. extra/císt/ico
10. infra/mamario
11. sub/abdomin/al
12. infra/cost/al
13. sub/cost/al
14. supra/cost/al
15. a/seps/ia
16. sept/o
17. anti
18. anti/narcót/ico
19. anti/sépt/ico
20. contra/indicación
21. contra/cept/ivo
22. contra/volit/ivo
23. contra/lateral
24. trans
25. trans/posición
26. in
27. in/competente
28. mal
29. mal/formación
30. malari/o
31. uni
32. bi
33. tri
34. semi
35. hemi
36. hemi/gastr/ectomía
37. uni/lateral
38. bi/lateral
39. tri/lateral

SPANISH MEDICAL TERMINOLOGY

con/sanguinidad

dis

con

pos - post

ante

pre

intra

intra-abdominal

post mortem

ante mortem

cervic/o

cervic/o/facial

cervic/o/vesic/al

nas/o

faring/o

laring/o

traque/o

bronc/o - bronqui/o

pleur/o

nas/o/scopio

nas/o/faring/itis

faring/o/cele

laring/o/patía

traque/algia

traque/o/laring/otomía

26. bronc/o/lito
27. bronc/orragia
28. pleur/algia
29. pleur/o/viscer/al
30. sinistr/o
31. siniestro
32. diestro
33. dextr/o/gastr/ia
34. dextr/ó/mano
35. sinistr/ó/mano
36. vas/o
37. vas/al
38. vas/o/tripsia
39. vas/ectomía
40. hist/o
41. hist/o/logía
42. hist/o/blasto
43. hist/oide
44. ne/o
45. plasm/a
46. ne/o/plasma
47. ne/o/cito
48. ne/o/fobia
49. noct/i
50. noct/ambulismo
51. nict/o
52. nict/ur/ia
53. noct/ur/ia
54. anquil/o
55. anquilo/quelia
56. anquil/o/glos/ia
57. hip/o/for/ia
58. enter/o/stasis
59. hem/o/stasis
60. esquiz/o-esquist/o
61. esquizo/fren/ia
62. esquist/o/cito

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SPANISH MEDICAL TERMINOLOGY

1. tromb/o
2. tromb/o/Fleb/itis
3. tromb/o/cit/o/pen/ia
4. trio/o
5. trio/o/glos/ia
6. trio/o/fob/ia
7. fag/o
8. fag/o/cito
9. micr/ó/fago
10. trio/o/fag/ia
11. aer/o/fag/ia
12. corne/o
13. escler/o - scler/o
14. corne/ítis
15. escler/ostomía
16. ir
17. irid/o
18. irid/o/ctosis
19. irid/o/parálisis
20. retin/o
21. retin/o/scopio
22. cor/e - core/o
23. cor/é/lisis
24. core/o/metría
25. querat/o
26. querat/o/cele
27. querat/o/scler/itis
28. cicl/o
29. cicl/o/plejía
30. lagrim - lacrim
31. lagrim/al
32. dacri/orrea
33. dacri/o/cist/o/ptosis
34. dacri/o/cist/ó/tomo
35. cit/o/fag/o/cit/osis
36. cit/ó/metro
37. timpan/o
38. timpan/ectomía
39. vesic/o
40. vesic/o/cele
41. ren/o
42. ren/o/patía
43. pod/o
44. pod/algia
45. quir/o
46. quir/o/espasmo
47. quir/o/megal/ia
48. ren/o/gástr/ico
49. quir/o/plastia
50. quir/o/pod/ia

51. ism/o - ism/a

52. ción

53. iatra - ista - dor

54. edad - idad - dad

55. osa - oso

56. ble - able - ible

57. cript/orquid/ismo

58. relaja/ción

59. psiqu/iatra

60. nervi/oso

61. insufl/able

62. emia

63. leuc/emia

64. an/emia

65. raqui/o

66. raqui/ó/metro

67. raqui/o/esquisis

68. onfal/o

69. onfal/itis

70. onic/o

71. onic/oide

72. onic/oma - onic/osis - onic/o/mic/osis - onic/o/fag/ia

73. fren/o

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APPENDIX M

MODEL VESL PROGRAM GUIDE

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

SOUTHWESTERN COMMUNITY COLLEGE

MODEL VESL PROGRAM GUIDE

OFFICE INFORMATION SYSTEMS, INTERNATIONAL

ONE SEMESTER INTENSIVE TRAINING
CERTIFICATE OF ACHIEVEMENT PROGRAMS
IN GENERAL, MEDICAL, AND LEGAL OFFICE

Prepared by
Irma J. Alvarez
Project Director
Authorized by
VATEA Grant # 920100
Chancellor's Office, California Community Colleges
June 1, 1994

MODEL VESL PROGRAM GUIDE
OFFICE INFORMATION SYSTEMS, INTERNATIONAL
ONE SEMESTER INTENSIVE TRAINING
CERTIFICATE OF ACHIEVEMENT PROGRAMS
IN GENERAL, MEDICAL, AND LEGAL OFFICE

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Date: June 1, 1994

To: Deans of Occupational Education
Deans/Coordinators - ESL
Office Occupations Instructors
ESL Instructors

From: Irma J. Alvarez, Coordinator
VATEA - Model ESL Project

Subject: Model Program Guide
VESL - Intensive Office Skills Training

The Model Program Guide describing our successful one-semester vocational ESL intensive training programs in general, medical, and legal office skills serves the purpose of acquainting you with the overall structure of these programs by highlighting the key components. In addition, the special features that have made these programs an effective "model" over the years are briefly described.

We welcome this opportunity to share this information and hope that, through many of you, special populations of students throughout the state will benefit from this information.

If you would like more details about the curriculum content or any other aspect of these programs, please contact us at Southwestern College - (619) 421-6700:

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SOUTHWESTERN COMMUNITY COLLEGE

MODEL VOCATIONAL ESL PROGRAM GUIDE OFFICE INFORMATION SYSTEMS, INTERNATIONAL

ONE SEMESTER INTENSIVE TRAINING CERTIFICATE OF ACHIEVEMENT PROGRAMS IN GENERAL, MEDICAL, AND LEGAL OFFICE

Since its inception in 1974, the Office Information Systems -International Program at Southwestern Community College has endeavored to develop programs targeting Hispanics, and has been especially effective in training Latinas for entry-level office employment. The program began in 1974 with one experimental "bilingual" office procedures course to assist ESL students who were experiencing difficulty in the traditional office skills courses offered at that time. Today the discipline offers ten bilingual courses which make up part of the core of seven programs in the General, Medical, Legal and Interpretation fields.

A one and one-half year VATEA grant contract No. 920100 through the California Community College Chancellor's Office authorized improvement of the curriculum and delivery of the three one-semester intensive training programs, General, Medical, and Legal Office Clerk-Bilingual, and provided assistance for at-risk students through tutors, mentors and future faculty personnel.

This model program guide, authorized through the VATEA grant, focuses on the three intensive programs encompassing the changes implemented during the period of the grant.

OVERVIEW OF INTENSIVE OFFICE TRAINING PROGRAMS

The three intensive programs, General, Medical, and Legal Office Clerk-Bilingual, are designed to prepare limited English proficient as well as fluent bilingual (Spanish/English) students for entry-level office employment in the general business, medical, and legal fields. The following section will describe the various aspects of the program:

- Needs Assessment
- Community advisory committees
- Student recruitment
- Bilingual mode of instruction
- PAVE - Promoting access to vocational education
- Overview of each program and major units covered
- Criteria for entrance and testing of students
- The role of the instructional assistant
- Key techniques and methods that nurture success
- Panel discussion on bilingual careers
- Link to higher level skills and related programs
- Employment preparation and work experience
- Student placement assistance

Needs Assessment

An industry needs assessment was conducted at the outset of the Bilingual Office Information Systems Program. It included an area-wide survey of the need for bilingual clerical personnel and was conducted via a mailing to over 300 businesses in the South Bay and central areas of San Diego County, primarily the areas served by Southwestern College. Since the time the advisory committee was initiated, subsequent to the survey, the membership has kept the Office Information Systems discipline updated on changes in technology and business trends.

The information gathered by the original needs assessment served to clarify which programs and levels of training to offer and what the curriculum content should include with respect to both hands-on and bilingual skills. In addition, it gathered information on future trends in the business community.

Under this present VATEA grant a new industry needs survey was conducted primarily through the three area-wide advisory committees for all three fields--general business, medical, and legal. Appendix A is a copy of this survey which targeted 45 advisory committee members from each field. This particular survey emphasizes both the hands-on as well as the specific levels and variations of language skills required by these organizations.

In addition, the survey, Appendix B, requested information from ESL students on their career interests and asked them to identify obstacles in achieving their career aspirations. The information gathered will allow Southwestern College to determine which courses or programs to possibly create, enhance, and/or recruit for. In addition, it brings to light the student services and curriculum content the College needs to provide to help students to achieve their career goals successfully.

These survey instruments can readily be adapted to assess the needs within any community college district.

Community Advisory Committees

The three programs have individual advisory committees. In general the advisory committees are comprised of local personnel representatives in both public and private organizations, secretaries, office supervisors, and directors of temporary employment agencies. The specialized Medical Advisory Committee includes HMO office personnel, doctors, paramedics, and medical administrators. The Legal Advisory Committee includes attorneys, legal secretaries, legal interpreters, paralegals, and court personnel. All committees include students, staff, faculty, and the Southwestern College student employment technician.

An effort has been made to form committees that represent a broad community base of persons who are in organizations both small and large with the majority using up-to-date technology and practices, representative of the community served by Southwestern College.

Many advisory committee members serve as in-class speakers, interviewers and recruiters for jobs in their respective offices or organizations. They are active members and often serve as chairs for their individual advisory committees.

The committees meet formally once a year and individual members are consulted throughout the year. In addition, students in all three programs are placed in voluntary or paid work experience internships often by advisory committee members.

An awards breakfast honoring advisory committee members takes place once a year, and a special effort is made by the Southwestern College employment technician as well as program instructors to stay in touch with advisors throughout the year.

Student Recruitment

After trying all types of recruitment tactics, the most effective recruitment technique is word of mouth. After this, the semester schedule of classes is most often cited as a source of recruitment. The third important recruitment effort is the help of other instructors in encouraging their classes to enroll and in presentations made by Office Information Systems (OIS) teachers in the higher level English as a second language classes and in bilingual business classes. These efforts require having a good rapport within the discipline as well as with ESL and Spanish colleagues, which we have taken time to develop over the years. In addition, OIS teachers participate in high school career fairs both on and off campus.

Most recently the OIS International and ESL disciplines have established a strong rapport by meeting to share program information and ideas. In addition, both disciplines worked to create an ESL student information booklet which shows the interface of OIS programs with the ESL program at various levels. This has facilitated recruitment efforts as the teachers are more familiar with the content of courses in both disciplines and are thus better able to counsel students who are interested in office careers.

One of the presentations made by OIS International instructors this year included the area-wide high school counselors conference held at Southwestern College.

Another important source of recruitment is a panel presentation on bilingual careers which allows OIS to showcase its programs as well as to educate and recruit students into various other programs offered at Southwestern College or at the local universities. This will be discussed in a separate section of this guide.

Bilingual Mode of Instruction

The primary teaching methodology used is the bilingual mode. In general, the ESL students who enter the program must be at the minimum intermediate/advanced level. Lectures in class are given in English and additional explanation is followed up in Spanish when the topic is complex or when students require further elaboration. All three instructors are bilingual (Spanish/English) leading to a natural use of this methodology which gets the information to the student in a quick and comprehensible form.

Recently, OIS and ESL instructors at Southwestern College have worked closely and have shared ideas about how to better prepare ESL students for the office skills programs.

Both disciplines determined to share materials and equipment including sharing the new ESL language lab and the computers in the Business Division. This rapport between both disciplines is significant. We have been fortunate to work with cooperative, caring instructors who strengthen the success of these intensive training programs.

PAVE - Promoting Access to Vocational Education

Southwestern College has recently joined PAVE, a consortium of community colleges throughout the state, authorized under a national grant administered through the Chancellor's Office that provides training for vocational and ESL instructors on the various aspects of working across disciplines to prepare limited English proficient students for the work force. PAVE has been an excellent source of teacher training, resource material, and sharing with colleagues.

The pairing of an ESL instructor with a vocational instructor, one of the many effective methodologies discussed in PAVE, would be an effective method of training limited English proficient students in these intensive programs.

OVERVIEW OF INTENSIVE TRAINING PROGRAMS: MAJOR UNITS COVERED

General Office--Administrative Office Assistant-Bilingual

The Administrative Office Assistant-Bilingual Program is designed to train advanced ESL students or bilingual English/ Spanish speakers for entry-level clerical positions in general business offices. Students in the general program meet a full semester, 18 weeks, for 16 hours per week. Many of the graduates gain employment at Southwestern College, in local elementary, junior high, and high school districts, small local businesses, State, City, and County civil service offices, and with the federal government Navy Co-op, Immigration and Naturalization Service, and other federal agencies. Students receive 12 semester units of college credit plus 1 unit for a business work experience internship which must be completed during the semester. The students study the following major areas:

(1) Employment Preparation & Work Experience
(2) Business English
(3) Bilingual Skills Development
(4) Keyboarding
(5) Word Processing - WordPerfect
(6) Office Procedures
(7) Office Simulation
(8) Lotus 1-2-3

Sudents enter the program with a minimum keyboarding speed of approximately 20 wpm, and dedicate seven to nine weeks to keyboard review and building speed and accuracy. This is done prior to learning WordPerfect skills, although basic editing in WordPerfect is presented early in the semester.

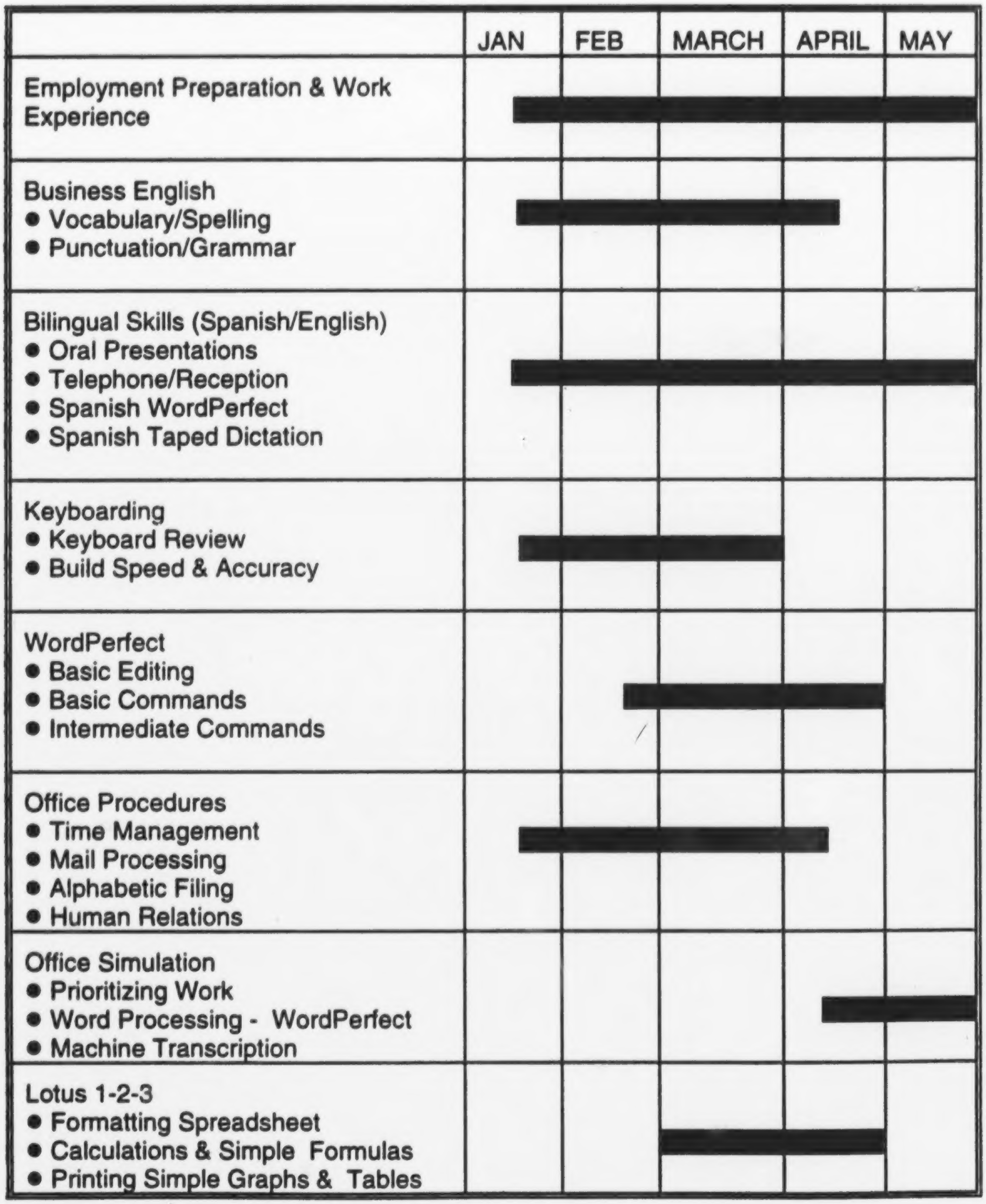
The Business English component is taught from the first through twelfth weeks in an effort to prepare students to follow instructions in an office simulation, keyboard from rough draft, and transcribe business letters from taped dictation. Bilingual skills are integrated in the office simulation in telephone techniques, taped Spanish dictation, Spanish WordPerfect, and short bilingual oral presentations.

Office Procedures are emphasized and focus on the entry-level planning skills of time management and work prioritizing, human relations and office communications, mail processing, and alphabetic filing. In addition, basic spreadsheet skills are emphasized in Lotus 1-2-3.

The program has a work experience component which prepares students for employment and requires 60+ hours of volunteer work experience or 75+ hours of paid work experience for an additional unit of credit. Figure 1 demonstrates a typical semester plan.

BUSINESS 35 - ADMINISTRATIVE OFFICE ASSISTANT - BILINGUAL

18-WEEK SEMESTER CURRICULUM PLAN
Figure 1



Medical Office Clerk - Bilingual

The Medical Office Clerk - Bilingual Program is primarily a Regional Occupational Program (ROP) at Southwestern College and allows students to enroll without paying tuition and thus not receive college credit. However, students have the option of paying tuition and receiving 10 units of college credit. Students train for entry-level office employment in clinics, hospitals, and private medical offices. This program has a voluntary work experience component called community classroom in which students spend 40 hours in a medical office setting gaining practical experience. Students spend 15 weeks in training for 20 hours a week. The major areas of study include the following:

(1) Community Classroom (Optional Work Experience)
(2) Medical Terminology
(3) Translation/Interpretation
(4) Computer Skills
(5) Computerized Office Simulation
(6) CPR
(7) Vital Signs

Students may enter with 20 wpm typing speed and work toward typing at 40 wpm. They are taught general word processing skills using WordPerfect especially focused on formatting medical correspondence and reports.

The Medical terminology segment includes instruction and application of approximately 1,500 medical terms in English and Spanish.

The translation component allows the student to work with the intake health questionnaire including taking personal information and translating the medical consent form. The interpretation component offers interpreting practice between patient and health care provider in proper use of language and medical terminology in Spanish and English.

Computer skills are emphasized and include medical correspondence--physical history, hospital release reports, and surgery and radiology reports.

A computerized medical office simulation package includes ample practice in filing, retrieval, and maintenance of records, insurance billing, and computerized scheduling.

The American Red Cross provides students with training in cardiopulmonary resuscitation. In addition, students gain practical experience in reading vital signs by attending lectures and practicing under the supervision of the college nurse. Figure 2 demonstrates a typical 15-week semester plan.

BUSINESS 40 - MEDICAL OFFICE CLERK - BILINGUAL

15 - WEEK SEMESTER CURRICULUM PLAN

Figure 2

	JAN	FEB	MARCH	APRIL	MAY
Medical Terminology - Bilingual • Main Body Systems • Procedures Related to Each System	■	■	■	■	■
Translation/Interpretation • Intake Questionnaire/Corres. • Interpret Between Patient & Health Care Provider	■	■	■	■	■
Computer Skills • Word Processing - WordPerfect • Keyboard Medical Correspondence & Reports • Transcription of Medical Reports	■	■	■	■	■
Computerized Office Simulation • Filing, Retrieval, Maintenance of Records • Insurance Billing • Scheduling		■	■	■	■
CPR • Red Cross Training Certification			■		
Vital Signs					■

Legal Office Clerk - Bilingual

The legal intensive training program requires ESL students to be at the advanced level or preferably to have completed the ESL program. The students meet one full semester, 18 weeks, for 16 hours per week.

Many of the graduates gain employment with private attorneys, with the South Bay Municipal Court, and in small law firms. This past year, for the first time, several students continued their education by enrolling in the Administrative Office Assistant - Bilingual Intensive Program and a few entered the Legal Assistant -International Law Program at Southwestern College.

The students who start in the intensive Legal Office Clerk -Bilingual Program are encouraged to continue related classes due to the skills demanded by the legal field. Students receive 12 semester units of college credit plus 1 unit for the legal office work experience internship which must be completed during the semester. Students study the following major areas:

(1) Employment Preparation & Work Experience
(2) Computer Skills
(3) Legal Terminology
(4) Legal Research
(5) Legal Office Procedures
(6) Translation/Interpretation

Students may enter the program with a minimum keyboarding speed of approximately 25 words per minute. Approximately six weeks are spent on keyboard review and developing speed and accuracy. This is done prior to starting the WordPerfect unit.

The word processing segment includes instruction in WordPerfect in both English and Spanish; however, English is emphasized. Students then keyboard complaints, pleadings, subpoenas, summons, and motions and transcribe from taped dictation in both English and Spanish.

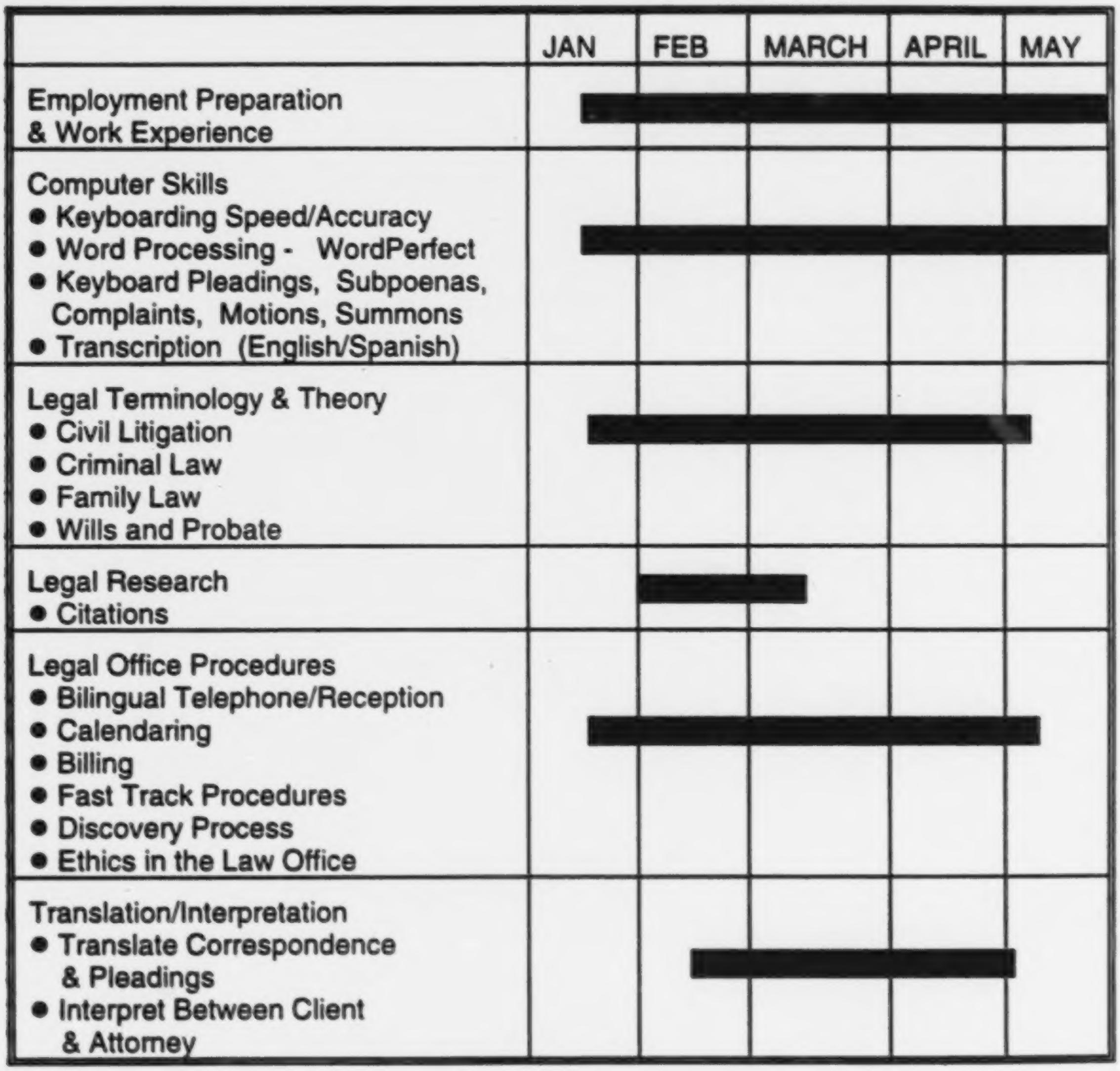
Approximately 650 legal terms are learned bilingually focusing on the areas of civil litigation, criminal law, family law, and wills and probate. The legal research component focuses on citations, and the office procedures component emphasizes bilingual telephone and reception techniques, calendaring, billing, processing legal documents using Fast Track procedures, the discovery process, and ethics in the law office.

Bilingual language skills are developed in translation and interpretation. Students translate correspondence and pleadings and practice interpretation skills between client and attorney. Figure 3 demonstrates an 18-week semester plan.

BUSINESS. 36 - LEGAL OFFICE CLERK -BILINGUAL

18 - WEEK SEMESTER CURRICULUM PLAN

Figure 3



FEATURES OF INTENSIVE TRAINING PROGRAMS

Criteria for Entrance and Testing of Incoming Students

All three intensive programs require ESL students to be at the advanced level and preferably to have completed the ESL program and to keyboard at the rate of at least 20 words a minute. Students who are not at the minimum level of English are usually counseled to take ESL classes and to return in a later semester.

The level of Spanish required in the general intensive program is the ability to speak Spanish at the intermediate level, as the focus of the program is primarily the development of English language competence. Ideally, both the legal and medical program require that students speak, read, and write Spanish at the intermediate level as a minimum. However, the written competence is often a problem, but students are generally not excluded for this lack of proficiency.

A screening questionnaire is filled out by all students and a general content paragraph or letter of approximately 140 words is dictated in both English and Spanish and reviewed during the first two days of orientation. In the legal and medical programs, students are asked to respond in both English and Spanish to a series of background questions. A student who marginally passes the dictation is tested by the instructor by responding orally to questions on personal history, goals, and/or education and training in the language in which skill is lacking.

Students are also given a keyboarding test to check whether they are using proper techniques and minimally looking at their hands or the keyboard. If keyboarding techniques are lacking, a student who is a non-typist may be requested to take a keyboarding class and return in a future semester or to enroll in a keyboarding class and show proof within the next two class meetings.

If the student lacks English language skills and must be turned away, the instructor and aide make a great effort to counsel the student as to which ESL class to enroll in or where to go to get more information and testing to prepare to return in a future semester.

At the present time a more formal objective test or procedure is not in place for entrance evaluation. This is one of the areas that the OIS instructors plan to address in the future.

The Role of the Instructional Assistant

An instructional assistant is assigned to the intensive programs. Not only is the assistant a major resource and help to students and instructor, but this individual is also a significant role model. Students who have completed the program have traditionally been hired as instructional assistants. Without the assistant's intervention, students with marginal skills in some areas or who are experiencing personal or financial difficulties and fall behind would likely drop out of these programs. It is significant to note that the present instructional assistant, who had a law degree from the Universidad Autonoma of Baja California prior to attending

Southwestern, completed the general office program in 1988 and continued her training receiving a certificate and A.S. degree in bilingual interpretation and translation and general studies at Southwestern College. She went on to the University of San Diego and completed the paralegal certificate program, and has now been accepted by the University to the master's program in comparative law. This academic progression has been valuable for other students to observe, and many have been inspired to continue going to school.

Key Techniques and Methods That Nurture Success

The success of the bilingual intensive office training programs is largely due to the environment created within the classroom.

Instructors and assistants endeavor to create a nurturing environment and build in many opportunities for students to get to know one another through social activities such as holiday and birthday celebrations.

Most often students will become friends and share break time together, get rides with each other, share information, and share problems as well. This "bonding" is often what keeps students coming and participating in class in spite of financial, familial, or personal crises which inevitably occur each semester. As a result, these intensive programs average an 88 to 98 percent retention rate each semester, among the highest retention rates on campus.

Other keys that make the students feel validated and true members of the group include putting their pictures on the bulletin board, sharing fun activities, having raffles and auctions, having students present ideas and experiences in front of the class, using cooperative learning assignments rotating partners frequently so that students get to know most of their classmates, and allowing students to get involved in planning special events or activities.

Using both languages, Spanish and English, also encourages greater rapport within the classroom environment; however, English is the primary language used for teaching and for completion of assignments.

Critical thinking skills are integrated into every aspect of the curriculum stimulating students to challenge themselves as they deal with various topics such as human relations issues on the job, work prioritization problems, and the organization and planning of real events and activities.

Students are praised often in the classroom serving to raise their self-esteem and their desire to do well in the program. In addition, an effort is made to get students involved in the larger college community through class attendance at workshops and conferences as well as through individual extra credit assignments so that they begin to expand their awareness and their learning environment and begin to think about the institution and the community as their own.

Students who are on the satellite campus in San Ysidro, a small campus in a barrio setting, are brought on field trips to the main Chula Vista campus to begin to feel comfortable in the larger collegiate setting and to prepare them to think about transferring to that campus as they continue their education.

Guest speakers are an integral part of each program. Just as important are field trips. Students visit various sites according to their field of study. The legal program visits the local South Bay and Downtown Municipal Courts as well as some legal offices. Interpreters, attorneys, and court personnel are brought in as guest speakers. The medical program visits local clinics, hospitals, and some doctors' offices. And personnel from a wide variety of medical careers come in as guest speakers.

Counselors are often brought to class to make presentations about the Career Center, the Eureka system, and to make students aware of job opportunities and special programs in which they can participate. An employment technician assigned through VATEA funds works closely with our programs, gives the students very complete feedback on interview skills and makes herself very accessible to them.

The common cultural background of the group is a significant feature. This adds to the group's quick ability to bond and to the sense of community and ease of communication within the group. While this is a somewhat sheltered environment, for the first-time, first-generation, or re-entry Latina college student, this is a positive, nurturing introduction to academia that sets a solid foundation from which to continue to grow both academically and socially.

Any awards or special recognition that students achieve during the semester are shared with the other students. This year, for example, the only male student in the legal program received the Pioneer Equity award and three other students were recognized by the South Bay Municipal Court for their volunteer work at a special breakfast.

At the end of the program, a special "graduation" ceremony is celebrated in which students are awarded certificates of completion. Often the certificates enumerate all areas of the curriculum in which the student received an A or B grade. The students participate in the planning and preparation of the event and invite friends and family members. A nice room on campus is decorated, and the students collect money to buy cake and punch. The dean, employment technician, a keynote speaker, and other key campus personnel are invited, and the students are honored in a variety of ways receiving certificates for keyboarding, excellent attendance, outstanding interviewing skills, leadership ability, top academic achievement, etc.

The Dean's Award, a special plaque for the outstanding student of the semester, is presented to a student who has put forth great effort in the class. This individual does not necessarily have to have the highest academic achievement, but one who has tried his/her best. In addition, the student's name is engraved on a perpetual plaque displayed by the Business Division.

All of this serves the purpose of honoring the students and gaining the interest of those in attendance. The word gets out and the ceremony, along with its meaningfulness to the students, also serves as a source of recruitment for future semesters.

Panel Discussion on Bilingual Careers

Often a special activity such as the organization of the panel discussion on bilingual careers during Career Week serves as an all encompassing key teaching and motivating device. The panel has traditionally been organized by the intensive programs. The students learn how to organize a major event by planning it from start to finish. The entire class divides into subcommittees and takes on one major activity. They work with the Career Week staff to reserve facilities, arrange for refreshments, plan the room layout and decoration, decide whom to invite to participate on the panel, confirm their participation by phone and then more formally by mail, develop a program, typeset the program or make arrangements for its production, work on publicity coordinating their efforts with the college offices that work in this area, serve as hosts for the event, act as master of ceremonies and introduce the speakers.

In addition to the organizational tasks involved, the students come to realize the importance of the panel discussion as often the room fills with teachers and their classes, individual students, and community members who exhibit great interest and carry on a good discussion with the panelists.

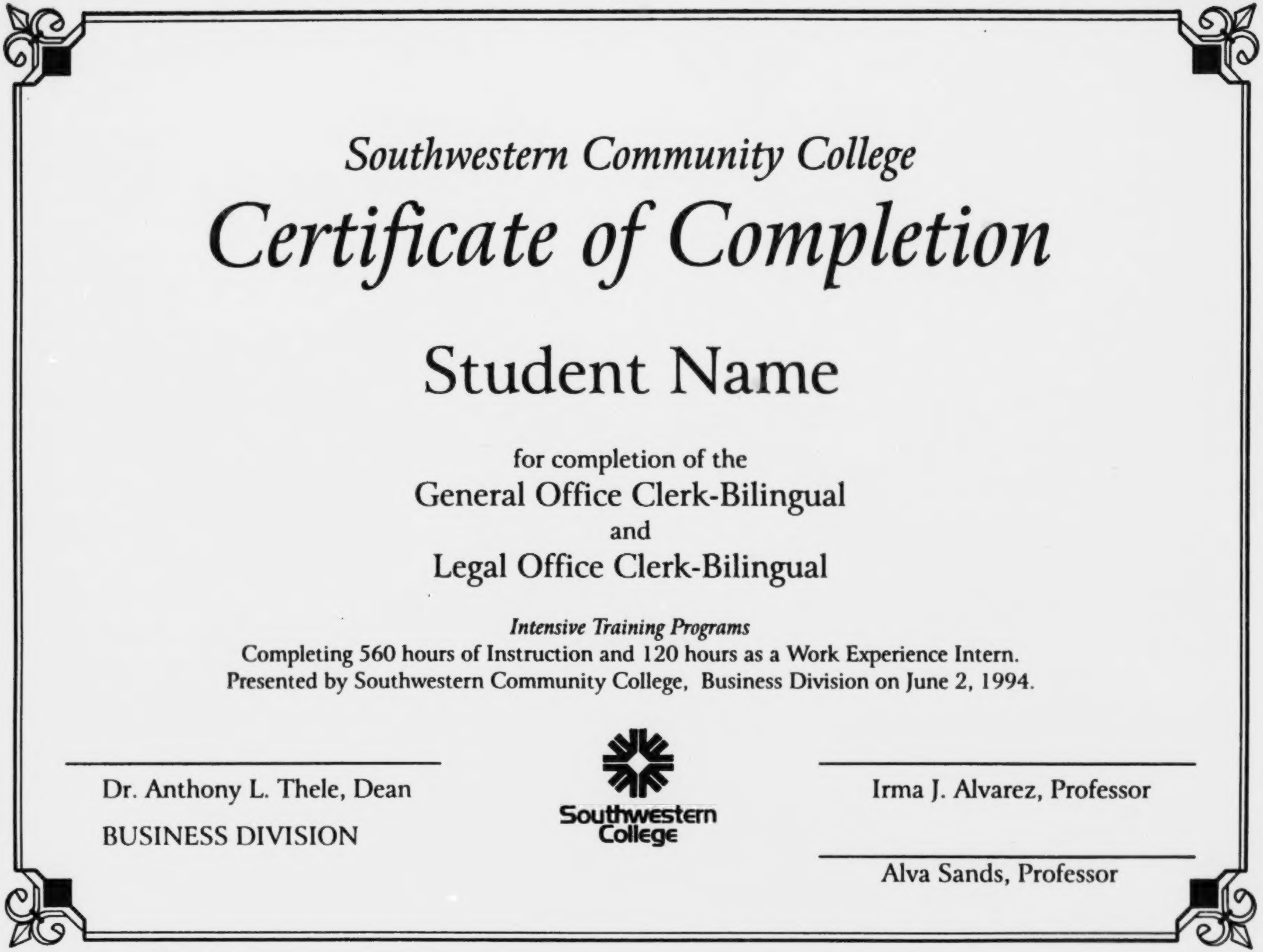
All of this serves to give the students some valuable skills they can apply to their career, raise their self-esteem, and give them a sense of making a significant contribution to their college.

Link to Higher Level Skills and Related Programs

While students are completing these intensive programs, they are encouraged to continue with their education, either by continuing the next level of training in the longer term certificate or degree programs or by pursuing other careers.

A motivational tool, sparked by the comments of one of the advisory committee members, is a special certificate given to students who complete two intensive programs. The certificate shows the two programs and the combined 560 hours completed as well as the combined 120 hours of work experience internship. It is presented in a nice frame or certificate holder at the end of semester "graduation" ceremony.

Another incentive presented to students is that the City of San Diego uses the guideline of 560 hours of training from private business schools, as do other businesses and organizations, as a major measure for hiring new employees. Seven students from the fall 1993 intensive programs, five from the legal and two from the medical office class, enrolled in the spring 1994 general office program. These enrollments were significant as it was the first time the two-program completion certificate was offered. Prior to this semester, only one or two students, if any, would enroll in another intensive program the following semester. Figure 4 is a sample of the certificate awarded for completion of two intensive training programs.



Southwestern Community College

Certificate of Completion

Student Name

for completion of the
General Office Clerk-Bilingual
and
Legal Office Clerk-Bilingual

Intensive Training Programs
Completing 560 hours of Instruction and 120 hours as a Work Experience Intern.
Presented by Southwestern Community College, Business Division on June 2, 1994.

Dr. Anthony L. Thele, Dean
BUSINESS DIVISION

Southwestern College

Irma J. Alvarez, Professor

Alva Sands, Professor

Figure 4 - Sample

Several other students were recruited into the next level certificate programs as a result of experiencing success in the intensive programs. A key point here is that the overall OIS International Program with its variety of training levels offers the students flexibility in the type, length, and level of programs in which they can enroll.

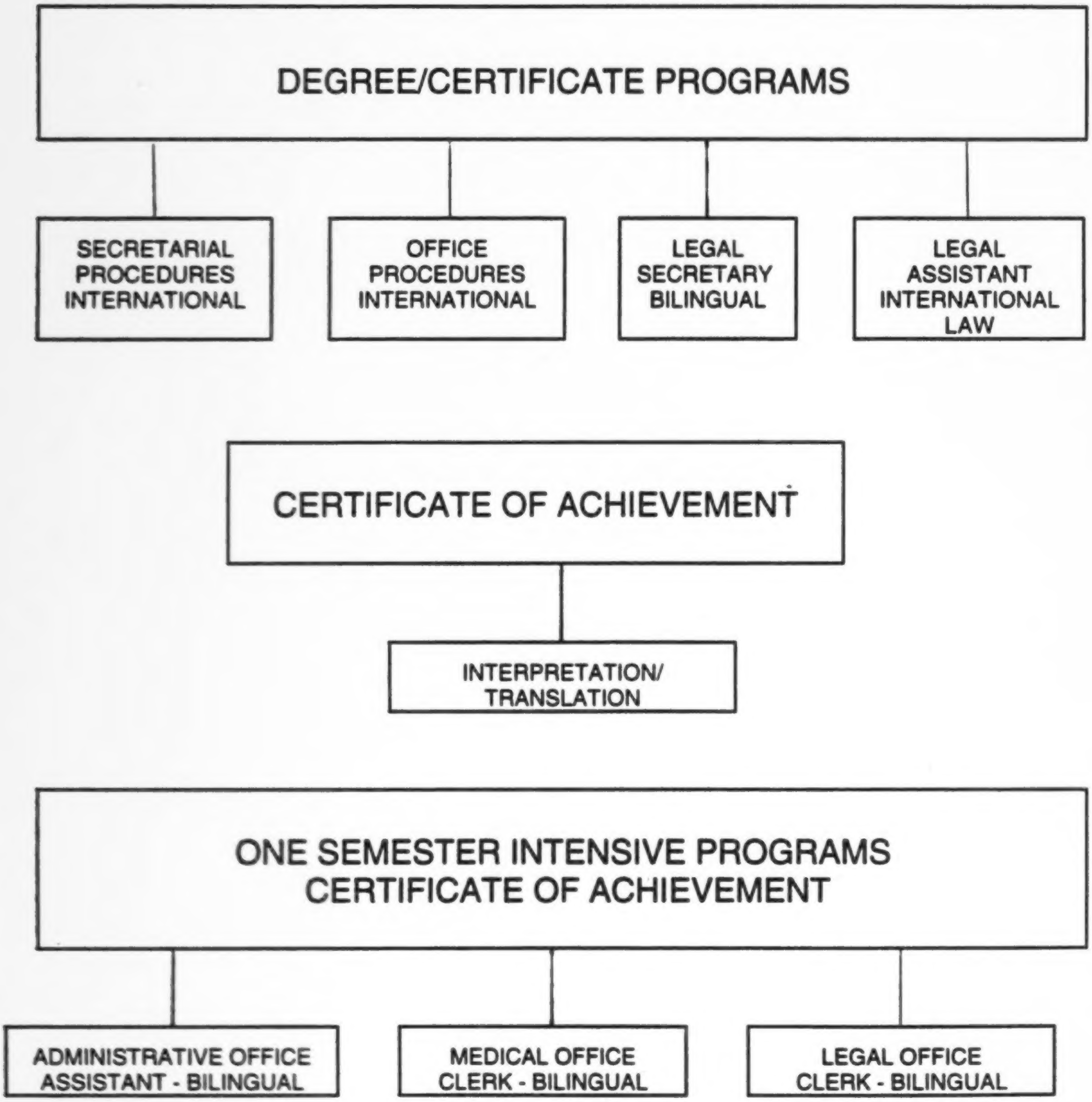
The program chart Figure 5 describes the three-tier degree/certificate programs. At the top of the chart are the A.S. degree programs, those generally requiring two or more years to complete with the largest investment of time and the greatest number of courses. These also require approximately 18 units of general education courses. The A.S. degree programs include:

- Office Procedures International
- Secretarial Procedures International
- Legal Secretary - Bilingual
- Legal Assistant International Law

These are followed by the one- to one and one-half year certificate of achievement programs which students can gain by completing only the core requirements of the degree programs or by enrolling in the non-degree, non-intensive certificate program in Interpretation/Translation. At the end of the chart are the three one-semester intensive training programs.

OFFICE INFORMATION SYSTEMS INTERNATIONAL

PROGRAM CHART
Figure 5


DEGREE/CERTIFICATE PROGRAMS
SECRETARIAL PROCEDURES INTERNATIONAL
OFFICE PROCEDURES INTERNATIONAL
LEGAL SECRETARY BILINGUAL
LEGAL ASSISTANT INTERNATIONAL LAW
CERTIFICATE OF ACHIEVEMENT
INTERPRETATION/ TRANSLATION
ONE SEMESTER INTENSIVE PROGRAMS CERTIFICATE OF ACHIEVEMENT
ADMINISTRATIVE OFFICE ASSISTANT - BILINGUAL
MEDICAL OFFICE CLERK - BILINGUAL
LEGAL OFFICE CLERK - BILINGUAL

Employment Preparation and Work Experience

A major component of the intensive training programs is the compulsory one-unit cooperative work experience class that students enroll in. The class provides training in preparing a resume, cover letter and application, looking for a job, interviewing skills, and following up after the interview. Students must work in a volunteer position for a minimum of 60 hours or in a paid position for a minimum of 75 hours.

This experience allows the student to take skills learned in the classroom and apply them on the job. This is important for second language students who often have never worked in an office environment. For students who come from Mexico or other Latin countries with previous training, this serves as an introduction to the American office environment. Students are assisted with looking for a position, but primary responsibility is placed on them to make the initial contact and to set up an interview if the employer wishes. Several of our advisory committee members take volunteers and have often offered paid part-time positions. The South Bay Municipal Court, for example, takes volunteers and later awards them a certificate at a special breakfast to acknowledge them for their work.

The students receive valuable training, reinforce their skills, and are able to network. Many have been offered employment or the opportunity to test for significant civil service positions after working as volunteers during their internships. They are evaluated by their employers or supervisors at the end of their internships and receive a letter grade from their instructor.

At the end of the semester students are required to go through a mock interview with our on-campus employment technician. They receive immediate feedback on appearance, responses, and overall preparation for an entry-level clerical position, often one that is actually available. In addition, their resume, application, and cover letter are kept on file for future job opportunities.

Another avenue for work experience which some of our students have utilized is the U.S. Navy Co-op Training Program. Southwestern College and other San Diego community colleges have an agreement with the local Navy command to train students in various types of work ranging from office clerical to engineering. The students must be willing to complete an A.S. degree to qualify for the program. They must apply, go through an interview, and if selected, will work for the Navy 15 to 20 hours per week while they finish their A.S. degree. Once the degree is completed, the student automatically becomes a full-time Navy civilian employee without having to take the qualifying examination that is usually required for the position.

Student Job Placement Assistance

In addition to the Navy Co-op Program, the student employment technician and job developer funded through VATEA works closely with the Office Information Systems discipline and the intensive training programs. Students are encouraged to start a file in the student employment office and are assisted when they begin to look for a job. The students are pre-screened by going through a mock job interview in which they submit all of their employment documentation.

The services of a personnel representative from the State of California Employment Development Department (EDD) are also available on campus. The employment technician and the EDD representative are members of the Office Information Systems - International Advisory Committee and are actively involved in job development with other advisory committee members as well as with the local business community.

SUMMARY

The philosophy underlying the development, creation, and evolution of the Southwestern College Office Information Systems, International Program especially focusing on the VESL intensive office training programs has been that of empowering the limited English proficient or bilingual student, in this case the Latina, to work toward self-sufficiency and good employment opportunities. To this end, we have endeavored to offer these students incentives to continue their training by offering a progressive series of program choices in the office careers area in a variety of fields.

Over the years, the program's success has been based on the success the students have experienced in finding entry-level jobs, continuing their education and training, and advancing into higher level positions.

We hope that this program guide will benefit those who desire to develop similar programs for limited English proficient or bilingual students of any ethnic background so that these students will have the opportunity to develop their language skills as well as their vocational skills to a high level of proficiency.

APPENDICES

SOUTHWESTERN COLLEGE

Appendix A

OFFICE INFORMATION SYSTEMS INDUSTRY SURVEY

Name of Organization:____

Type of Organization:

Private Sector:	*Public Sector:*
☐ Industrial	☐ Governmental
☐ Service	☐ Educational

Name and Title of Person Answering Survey:____________________________________

General Statement: In answering the following questions regarding the language requirements of your organization's employees, consider those levels of language proficiency that are generally necessary for entry level office personnel.

Instructions: Please rate each of the following goals on a scale of 1 to 5 according to their level of importance for job entry.

1. Oral Communication Skills	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
Answer/place telephone calls	1	2	3	4	5	1	2	3	4	5
Carry on a conversation fluently	1	2	3	4	5	1	2	3	4	5
Meet the public	1	2	3	4	5	1	2	3	4	5
Use proper grammar	1	2	3	4	5	1	2	3	4	5
Participate in meetings	1	2	3	4	5	1	2	3	4	5
Make oral presentations	1	2	3	4	5	1	2	3	4	5
Give instructions to clients/co-workers	1	2	3	4	5	1	2	3	4	5
Understand foreign accents	1	2	3	4	5	1	2	3	4	5
Interview clients/public	1	2	3	4	5	1	2	3	4	5
Speak without an accent	1	2	3	4	5	1	2	3	4	5
Other:____________________	1	2	3	4	5	1	2	3	4	5

2. Written Communication Skills	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
Pass a written employment exam	1	2	3	4	5	1	2	3	4	5
Accurately use the mechanics of language:	1	2	3	4	5	1	2	3	4	5
English										
Spelling	1	2	3	4	5	1	2	3	4	5
Punctuation	1	2	3	4	5	1	2	3	4	5
Capitalization	1	2	3	4	5	1	2	3	4	5
Proofreader's marks	1	2	3	4	5	1	2	3	4	5
Spanish										
Accents	1	2	3	4	5	1	2	3	4	5
Capitalization	1	2	3	4	5	1	2	3	4	5
Proofreader's marks	1	2	3	4	5	1	2	3	4	5
Spelling	1	2	3	4	5	1	2	3	4	5
Punctuation	1	2	3	4	5	1	2	3	4	5
Take accurate telephone messages	1	2	3	4	5	1	2	3	4	5
Fill out forms correctly	1	2	3	4	5	1	2	3	4	5
Writing sales orders, supply requisitions	1	2	3	4	5	1	2	3	4	5
Write short internal memos/notes	1	2	3	4	5	1	2	3	4	5
Write short external memos	1	2	3	4	5	1	2	3	4	5
Write business letters	1	2	3	4	5	1	2	3	4	5
Write business reports	1	2	3	4	5	1	2	3	4	5
Take minutes at meetings	1	2	3	4	5	1	2	3	4	5

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2. Written Communication Skills *(Cont.)*

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
ake notes at workshops/classes	1	2	3	4	5	1	2	3	4	5
Transcribe taped dictation	1	2	3	4	5	1	2	3	4	5
Write with legible handwriting	1	2	3	4	5	1	2	3	4	5
Keyboarding/typing skills List speed requirements:____wpm	1	2	3	4	5	1	2	3	4	5
ble to compose at the keyboard	1	2	3	4	5	1	2	3	4	5
Other:______________________________ ______________________________	1	2	3	4	5	1	2	3	4	5

3. Reading Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
Basic instructions from supervisor	1	2	3	4	5	1	2	3	4	5
Work orders	1	2	3	4	5	1	2	3	4	5
Understand forms	1	2	3	4	5	1	2	3	4	5
Computer manuals & reference materials	1	2	3	4	5	1	2	3	4	5
Memos, letters	1	2	3	4	5	1	2	3	4	5
Reports and other documents	1	2	3	4	5	1	2	3	4	5
Policy manuals	1	2	3	4	5	1	2	3	4	5
Computer printouts	1	2	3	4	5	1	2	3	4	5
Read and integrate edited materials	1	2	3	4	5	1	2	3	4	5
Newsletters, in-house commun ications	1	2	3	4	5	1	2	3	4	5
Other:______________________________ ______________________________	1	2	3	4	5	1	2	3	4	5

4. Listening Skills

	ENGLISH					SPANISH				
	Not Important				Very Important	Not Important				Very Important
Understand telephone messages	1	2	3	4	5	1	2	3	4	5
Listen for information to fill out forms	1	2	3	4	5	1	2	3	4	5
Pass a listening exam.	1	2	3	4	5	1	2	3	4	5
Understand oral messages.	1	2	3	4	5	1	2	3	4	5
Other:______________________________	1	2	3	4	5	1	2	3	4	5

5. Cross Cultural Communication Skills

	Not Important				Very Important
Interact with people of other cultures	1	2	3	4	5
List which cultures:					
• ______________________	1	2	3	4	5
• ______________________	1	2	3	4	5
• ______________________	1	2	3	4	5
Understand cultural differences	1	2	3	4	5

6. Translation/Interpretation Skills

	Not Important				Very Important
Spanish to English	1	2	3	4	5
English to Spanish	1	2	3	4	5

6. Translation/Interpretation Skills ***(Cont.)***	Not Important				Very Important
Translate simple instructions	1	2	3	4	5
Interpret oral communications	1	2	3	4	5
Translate simple letters/memos	1	2	3	4	5
Translate reports	1	2	3	4	5
Translate brochures/pamphlets	1	2	3	4	5
Translate forms	1	2	3	4	5
Pass a translation exam	1	2	3	4	5
Read in two languages	1	2	3	4	5
Pass an oral interpretation exam	1	2	3	4	5
Use translation software	1	2	3	4	5
Translate specialized technical information	1	2	3	4	5

7. What major trends and technological changes do you expect to affect the employment practices of your company?

____

____

____

8. What new/replacement positions do you anticipate in the next five years for office employees?

Position Title	Present Number	Replacement	New

9. What principal sources do you use now to recruit new entry level workers? (Check all that apply).

- ☐ In-House employees
- ☐ State EDD
- ☐ Private trade schools
- ☐ Radio/TV
- ☐ Newspapers
- ☐ Local Private Industry Councils
- ☐ Other:______________________________
- ☐ Private employment agencies
- ☐ Local community colleges
- ☐ Local high schools
- ☐ ROP programs
- ☐ Adult education programs
- ☐ Community based organizations

ESL STUDENT SURVEY

Appendix B

Career Goals

Part I: Personal Data

1. Sex: ☐ Female ☐ Male
2. Age: ☐ Under 21 ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ Over 51
3. Status: ☐ Single ☐ Single with children
☐ Married ☐ Married with children
☐ Divorced
4. First (Native) Language: ______________________________

Part II: Career Interest and Knowledge

5. Educational Goal: ☐ Career ☐ ESL ☐ Transfer
6. Career Interest: Check those areas that interest you most.

BUSINESS CAREERS

- ☐ Accountant
- ☐ Bookkeeper
- ☐ Appliance Sales
- ☐ Aviation
- ☐ Banking and Finance
- ☐ Business Management
- ☐ Small Business
- ☐ International Business
- ☐ Marketing (Sales)
- ☐ Computer Systems Careers
- ☐ Bilingual Office Clerk
- ☐ Information/Word Processing
- ☐ Secretary
- ☐ Real Estate Broker/Salesperson

HEALTH RELATED CAREERS

- ☐ Paramedic
- ☐ Nursing
- ☐ Medical Office Assistant
- ☐ Bilingual Medical Clerk
- ☐ Medical Transcriptionist
- ☐ Surgical Technology
- ☐ Microbiologist
- ☐ Pre-Medical

TRADE AND TECHNOLOGY

- ☐ Air Conditioning/Heating
- ☐ Aviation management
- ☐ Appliance maintenance/Repair
- ☐ Architecture Technology
- ☐ Automotives
- ☐ Computer Aided Design
- ☐ Construction
- ☐ Electronics
- ☐ Hazardous Materials Technician
- ☐ Food Service Catering
- ☐ Refrigeration Technician
- ☐ Small Engine Service and Repair
- ☐ Solar Energy Technician
- ☐ Drafting Technology
- ☐ Industrial Engineering

LEGAL CAREERS

- ☐ Legal Assistant
- ☐ Legal Interpreter/Translator
- ☐ Legal Office Clerk - Bilingual
- ☐ Legal Secretary
- ☐ Legal Secretary - Bilingual
- ☐ Pre-Law

PRIVATE AND PUBLIC SERVICES

☐ Fire Science Technology
☐ Food Service/Catering
☐ Law Enforcement (Police/Sheriff)
☐ Child Development Careers
☐ Coaching
☐ Landscape Architect
☐ Nursery Manager
☐ Travel and Tourism
☐ Psychology
☐ Public Administration
☐ Recreation Director

CREATIVE AND APPLIED ARTS

☐ Commercial Musician
☐ Telemedia Careers
☐ Graphic Design
☐ Photograpy
☐ Interior Design

7. Educational Background

Years completed in another country____________________
What country?____________________
Years completed in U.S.A.____________________
Degrees completed____________________
Certificates completed____________________

8. Employment Background

☐ Currently employed in area related to career interest.
☐ Formerly employed in area related to career interest.
☐ Employed, but not in area related to career interest.
☐ Unemployed.

9. Educational and Career Goals

☐ Improve English only.
☐ Improve English; then begin preparing for one of the vocations related to my career interest at Southwestern College.
☐ Improve English; then transfer to a four-year university.

10. Career Counseling

☐ Have received career counseling in my area of interest.
☐ Have not received career counseling in interest area.

11. Career Classes

☐ Have completed class(es) in career area.
☐ Have not completed class(es) in career area.

12. Other Sources of Career Information

List any opportunities you have had to learn about the career area that interest you.

____
____
____

Part III: Barriers to Entering Chosen Career Field

To enter my chosen career, I need:

- ☐ English skills
- ☐ Math skills
- ☐ Reading skills
- ☐ Study skills
- ☐ Computer skills
- ☐ Financial aid
- ☐ Child care assistance
- ☐ Career counseling
- ☐ Academic Counseling
- ☐ Transportation

List any other needs:

____

____

____

Would you like additional information about the career area you are interest in?

☐ Yes ☐ No

______________________________ ______________________________

SIGNATURE DATE

APPENDIX N

MISCELLANEOUS APPENDIX ITEMS

PROMOTING ACCESS TO VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT STUDENTS

Southwestern Community College
Chula Vista , CA 91910

Grant Agreement No. 920100
Grant Duration: March 3, 1993 to May 31, 1994

Southwestern College

NEW

Associate in Science

Certificate/Degree Program

Starts

Fall 1993

LEGAL ASSISTANT INTERNATIONAL LAW

Train for an Exciting Career as a Legal Assistant in the International Legal Community!

Courses include:

•Legal Terminology - Bilingual	(BUS 229)	•Business Law	(BUS 140)
•Business Ethics	(BUS 142)	•Mexican Business Law	(BUS 116)
•Establishing a Maquiladora	(BUS 119)	•Civil Litigation I	(BUS 261)
•Immigration Law & Proc.	(BUS 262)	•Word Processing	(CIS 131)
•Legal Research & Writing	(BUS 260)	•Work Experience	(BUS 290)

CLASSES BEGIN AUGUST 18, 1993

Call Now!

421-6700 X5534 -- Irma Alvarez OR X5461 -- Raschel Parsons
OR X5279 -- Business Division Office OR 690-6083 -- Alva Sands

Southwestern College
offers

FOUR-MONTH BILINGUAL CERTIFICATE PROGRAMS

with a job internship

Financial Aid Available

Job Placement Assistance

•GENERAL OFFICE

•MEDICAL OFFICE

•LEGAL OFFICE

All programs include training in the following skills:

- Word Processing using WordPerfect 5.1
- Bilingual Telephone Techniques
- Office Procedures
- Machine Transcription
- Employment Preparation
- Human Relations
- Review English Grammar
- Filing
- Proofreading
- Time Management
- Mail Processing
- Business Ethics
- Vocabulary

Specialized Programs also include training in:

Legal (BUS 36) **Fall 93**

- Interpretation between attorney and client
- Bilingual Legal Terminology
- Keyboarding legal documents
- Legal Office Procedures
- Document Translation

Medical (BUS 40) **Fall 93 and Spring 94**

- Interpretation between doctor and patient
- Bilingual Medical Terminology
- Keyboarding medical documents
- Medical Insurance Billing
- CPR
- Front & Back Office Procedures
- Document Translation
- Vital Signs

Fall Semester Classes Start August 18, 1993

Hours: 1 - 5 Monday - Thursday; 1 - 4 Friday

Call Now!

421-6700 X5534 -- Irma Alvarez OR X5461 -- Raschel Parsons
OR X5279 -- Business Division Office OR 690-6083 -- Alva Sands

Southwestern College

BEGIN YOUR LEGAL OFFICE CAREER BY ENROLLING IN

BUS 36
LEGAL OFFICE CLERK-BILINGUAL

Join the many students who are presently enjoying career-path positions in the community.

Doors are open for students interested in the legal field because there is a demand in the legal community for Southwestern College students who complete this course.

Listed are some of the course activities during this intensive 18-hour a week, 17-week course:

INTERNSHIPS

- Chula Vista Municipal Court
- The Happy Child Program-Juvenile Hall
- Donovan-Otay Mesa Prison
- Certified Interpreters Agency
- Centro de Asuntos Migratorios
- Private Attorneys

COMPUTER LAB NETWORK

- WordPerfect 5.1 Software
- Cortez Peters Typewriting Skills
- Lanier Machine Transcribing
- Phonex Interpreting Equipment

SPEAKERS

- Court Interpreters and Translators
- Legal Office Personnel (*Topics:* Calendaring, Notaries, Fast Track Procedures)
- Grooming Experts
- Cultural Diversity Consultants
- Legal Secretaries Association Representatives
- Attorneys

FIELD TRIPS

- Federal and State Court, San Diego
- Chula Vista Superior Court, Chula Vista
- Family Court, San Diego
- U.S. Post Office
- Chula Vista Law Library

For more information, call Alva Sands, (619) 690-6083 or the Business Division Office (619) 421-6700, Ext. 5279

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